

COURSES

Design and Craft Conversion Course for Teachers

A 1 year full-time course in Design and Craft Education for Middle/Secondary school teachers by the Department of Design's School of Craft Studies in Education and based at the Faculty of Education, Redland Hill.

The first course begins on 18 April, 1977, followed by another in September, 1977. Early application for the April course is advised.

Details of methodology and discretionary LEA awards which are available, further information and application forms from: The Academic Registrar (TES) Bristol Polytechnic, Gower Street, Frenchay, Bristol BS16 10Y. Tel: (0272) 859281

Bristol Polytechnic

Part-time and full-time Courses of Study for teachers serving in:

FURTHER AND TECHNICAL EDUCATION INDUSTRIAL TRAINING NURSING EDUCATION

Leading to the award of UNIVERSITY OF MANCHESTER Degree of BEd with honours in Education or Diploma in Advanced Study in Technical Education. Next courses commence in September, 1977. Please write for further information to Mrs. B. Wainman (Room TES), Faculty of Education Studies, Bolton College of Education (Technical), Chedworth Street, Bolton BL2 1JW. Telephone Bolton 22132.

BCELT
BOLTON COLLEGE OF EDUCATION (TECHNICAL)

EXPERT HOME TUITION FOR

G.C.E.

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship). Our exclusive methods of Home Study have brought over 55,000 examination successes, many first places. Every course is complete in itself, no textbooks are required. FREE 100-PAGE BOOK Read now for a free copy of 10 Years' Success packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE

DEPT. 515 TUITION OFFICE, 515, 517, 519, 521, 523, 525, 527, 529, 531, 533, 535, 537, 539, 541, 543, 545, 547, 549, 551, 553, 555, 557, 559, 561, 563, 565, 567, 569, 571, 573, 575, 577, 579, 581, 583, 585, 587, 589, 591, 593, 595, 597, 599, 601, 603, 605, 607, 609, 611, 613, 615, 617, 619, 621, 623, 625, 627, 629, 631, 633, 635, 637, 639, 641, 643, 645, 647, 649, 651, 653, 655, 657, 659, 661, 663, 665, 667, 669, 671, 673, 675, 677, 679, 681, 683, 685, 687, 689, 691, 693, 695, 697, 699, 701, 703, 705, 707, 709, 711, 713, 715, 717, 719, 721, 723, 725, 727, 729, 731, 733, 735, 737, 739, 741, 743, 745, 747, 749, 751, 753, 755, 757, 759, 761, 763, 765, 767, 769, 771, 773, 775, 777, 779, 781, 783, 785, 787, 789, 791, 793, 795, 797, 799, 801, 803, 805, 807, 809, 811, 813, 815, 817, 819, 821, 823, 825, 827, 829, 831, 833, 835, 837, 839, 841, 843, 845, 847, 849, 851, 853, 855, 857, 859, 861, 863, 865, 867, 869, 871, 873, 875, 877, 879, 881, 883, 885, 887, 889, 891, 893, 895, 897, 899, 901, 903, 905, 907, 909, 911, 913, 915, 917, 919, 921, 923, 925, 927, 929, 931, 933, 935, 937, 939, 941, 943, 945, 947, 949, 951, 953, 955, 957, 959, 961, 963, 965, 967, 969, 971, 973, 975, 977, 979, 981, 983, 985, 987, 989, 991, 993, 995, 997, 999, 1001, 1003, 1005, 1007, 1009, 1011, 1013, 1015, 1017, 1019, 1021, 1023, 1025, 1027, 1029, 1031, 1033, 1035, 1037, 1039, 1041, 1043, 1045, 1047, 1049, 1051, 1053, 1055, 1057, 1059, 1061, 1063, 1065, 1067, 1069, 1071, 1073, 1075, 1077, 1079, 1081, 1083, 1085, 1087, 1089, 1091, 1093, 1095, 1097, 1099, 1101, 1103, 1105, 1107, 1109, 1111, 1113, 1115, 1117, 1119, 1121, 1123, 1125, 1127, 1129, 1131, 1133, 1135, 1137, 1139, 1141, 1143, 1145, 1147, 1149, 1151, 1153, 1155, 1157, 1159, 1161, 1163, 1165, 1167, 1169, 1171, 1173, 1175, 1177, 1179, 1181, 1183, 1185, 1187, 1189, 1191, 1193, 1195, 1197, 1199, 1201, 1203, 1205, 1207, 1209, 1211, 1213, 1215, 1217, 1219, 1221, 1223, 1225, 1227, 1229, 1231, 1233, 1235, 1237, 1239, 1241, 1243, 1245, 1247, 1249, 1251, 1253, 1255, 1257, 1259, 1261, 1263, 1265, 1267, 1269, 1271, 1273, 1275, 1277, 1279, 1281, 1283, 1285, 1287, 1289, 1291, 1293, 1295, 1297, 1299, 1301, 1303, 1305, 1307, 1309, 1311, 1313, 1315, 1317, 1319, 1321, 1323, 1325, 1327, 1329, 1331, 1333, 1335, 1337, 1339, 1341, 1343, 1345, 1347, 1349, 1351, 1353, 1355, 1357, 1359, 1361, 1363, 1365, 1367, 1369, 1371, 1373, 1375, 1377, 1379, 1381, 1383, 1385, 1387, 1389, 1391, 1393, 1395, 1397, 1399, 1401, 1403, 1405, 1407, 1409, 1411, 1413, 1415, 1417, 1419, 1421, 1423, 1425, 1427, 1429, 1431, 1433, 1435, 1437, 1439, 1441, 1443, 1445, 1447, 1449, 1451, 1453, 1455, 1457, 1459, 1461, 1463, 1465, 1467, 1469, 1471, 1473, 1475, 1477, 1479, 1481, 1483, 1485, 1487, 1489, 1491, 1493, 1495, 1497, 1499, 1501, 1503, 1505, 1507, 1509, 1511, 1513, 1515, 1517, 1519, 1521, 1523, 1525, 1527, 1529, 1531, 1533, 1535, 1537, 1539, 1541, 1543, 1545, 1547, 1549, 1551, 1553, 1555, 1557, 1559, 1561, 1563, 1565, 1567, 1569, 1571, 1573, 1575, 1577, 1579, 1581, 1583, 1585, 1587, 1589, 1591, 1593, 1595, 1597, 1599, 1601, 1603, 1605, 1607, 1609, 1611, 1613, 1615, 1617, 1619, 1621, 1623, 1625, 1627, 1629, 1631, 1633, 1635, 1637, 1639, 1641, 1643, 1645, 1647, 1649, 1651, 1653, 1655, 1657, 1659, 1661, 1663, 1665, 1667, 1669, 1671, 1673, 1675, 1677, 1679, 1681, 1683, 1685, 1687, 1689, 1691, 1693, 1695, 1697, 1699, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1717, 1719, 1721, 1723, 1725, 1727, 1729, 1731, 1733, 1735, 1737, 1739, 1741, 1743, 1745, 1747, 1749, 1751, 1753, 1755, 1757, 1759, 1761, 1763, 1765, 1767, 1769, 1771, 1773, 1775, 1777, 1779, 1781, 1783, 1785, 1787, 1789, 1791, 1793, 1795, 1797, 1799, 1801, 1803, 1805, 1807, 1809, 1811, 1813, 1815, 1817, 1819, 1821, 1823, 1825, 1827, 1829, 1831, 1833, 1835, 1837, 1839, 1841, 1843, 1845, 1847, 1849, 1851, 1853, 1855, 1857, 1859, 1861, 1863, 1865, 1867, 1869, 1871, 1873, 1875, 1877, 1879, 1881, 1883, 1885, 1887, 1889, 1891, 1893, 1895, 1897, 1899, 1901, 1903, 1905, 1907, 1909, 1911, 1913, 1915, 1917, 1919, 1921, 1923, 1925, 1927, 1929, 1931, 1933, 1935, 1937, 1939, 1941, 1943, 1945, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025, 2027, 2029, 2031, 2033, 2035, 2037, 2039, 2041, 2043, 2045, 2047, 2049, 2051, 2053, 2055, 2057, 2059, 2061, 2063, 2065, 2067, 2069, 2071, 2073, 2075, 2077, 2079, 2081, 2083, 2085, 2087, 2089, 2091, 2093, 2095, 2097, 2099, 2101, 2103, 2105, 2107, 2109, 2111, 2113, 2115, 2117, 2119, 2121, 2123, 2125, 2127, 2129, 2131, 2133, 2135, 2137, 2139, 2141, 2143, 2145, 2147, 2149, 2151, 2153, 2155, 2157, 2159, 2161, 2163, 2165, 2167, 2169, 2171, 2173, 2175, 2177, 2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 2251, 2253, 2255, 2257, 2259, 2261, 2263, 2265, 2267, 2269, 2271, 2273, 2275, 2277, 2279, 2281, 2283, 2285, 2287, 2289, 2291, 2293, 2295, 2297, 2299, 2301, 2303, 2305, 2307, 2309, 2311, 2313, 2315, 2317, 2319, 2321, 2323, 2325, 2327, 2329, 2331, 2333, 2335, 2337, 2339, 2341, 2343, 2345, 2347, 2349, 2351, 2353, 2355, 2357, 2359, 2361, 2363, 2365, 2367, 2369, 2371, 2373, 2375, 2377, 2379, 2381, 2383, 2385, 2387, 2389, 2391, 2393, 2395, 2397, 2399, 2401, 2403, 2405, 2407, 2409, 2411, 2413, 2415, 2417, 2419, 2421, 2423, 2425, 2427, 2429, 2431, 2433, 2435, 2437, 2439, 2441, 2443, 2445, 2447, 2449, 2451, 2453, 2455, 2457, 2459, 2461, 2463, 2465, 2467, 2469, 2471, 2473, 2475, 2477, 2479, 2481, 2483, 2485, 2487, 2489, 2491, 2493, 2495, 2497, 2499, 2501, 2503, 2505, 2507, 2509, 2511, 2513, 2515, 2517, 2519, 2521, 2523, 2525, 2527, 2529, 2531, 2533, 2535, 2537, 2539, 2541, 2543, 2545, 2547, 2549, 2551, 2553, 2555, 2557, 2559, 2561, 2563, 2565, 2567, 2569, 2571, 2573, 2575, 2577, 2579, 2581, 2583, 2585, 2587, 2589, 2591, 2593, 2595, 2597, 2599, 2601, 2603, 2605, 2607, 2609, 2611, 2613, 2615, 2617, 2619, 2621, 2623, 2625, 2627, 2629, 2631, 2633, 2635, 2637, 2639, 2641, 2643, 2645, 2647, 2649, 2651, 2653, 2655, 2657, 2659, 2661, 2663, 2665, 2667, 2669, 2671, 2673, 2675, 2677, 2679, 2681, 2683, 2685, 2687, 2689, 2691, 2693, 2695, 2697, 2699, 2701, 2703, 2705, 2707, 2709, 2711, 2713, 2715, 2717, 2719, 2721, 2723, 2725, 2727, 2729, 2731, 2733, 2735, 2737, 2739, 2741, 2743, 2745, 2747, 2749, 2751, 2753, 2755, 2757, 2759, 2761, 2763, 2765, 2767, 2769, 2771, 2773, 2775, 2777, 2779, 2781, 2783, 2785, 2787, 2789, 2791, 2793, 2795, 2797, 2799, 2801, 2803, 2805, 2807, 2809, 2811, 2813, 2815, 2817, 2819, 2821, 2823, 2825, 2827, 2829, 2831, 2833, 2835, 2837, 2839, 2841, 2843, 2845, 2847, 2849, 2851, 2853, 2855, 2857, 2859, 2861, 2863, 2865, 2867, 2869, 2871, 2873, 2875, 2877, 2879, 2881, 2883, 2885, 2887, 2889, 2891, 2893, 2895, 2897, 2899, 2901, 2903, 2905, 2907, 2909, 2911, 2913, 2915, 2917, 2919, 2921, 2923, 2925, 2927, 2929, 2931, 2933, 2935, 2937, 2939, 2941, 2943, 2945, 2947, 2949, 2951, 2953, 2955, 2957, 2959, 2961, 2963, 2965, 2967, 2969, 2971, 2973, 2975, 2977, 2979, 2981, 2983, 2985, 2987, 2989, 2991, 2993, 2995, 2997, 2999, 3001, 3003, 3005, 3007, 3009, 3011, 3013, 3015, 3017, 3019, 3021, 3023, 3025, 3027, 3029, 3031, 3033, 3035, 3037, 3039, 3041, 3043, 3045, 3047, 3049, 3051, 3053, 3055, 3057, 3059, 3061, 3063, 3065, 3067, 3069, 3071, 3073, 3075, 3077, 3079, 3081, 3083, 3085, 3087, 3089, 3091, 3093, 3095, 3097, 3099, 3101, 3103, 3105, 3107, 3109, 3111, 3113, 3115, 3117, 3119, 3121, 3123, 3125, 3127, 3129, 3131, 3133, 3135, 3137, 3139, 3141, 3143, 3145, 3147, 3149, 3151, 3153, 3155, 3157, 3159, 3161, 3163, 3165, 3167, 3169, 3171, 3173, 3175, 3177, 3179, 3181, 3183, 3185, 3187, 3189, 3191, 3193, 3195, 3197, 3199, 3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, 3217, 3219, 3221, 3223, 3225, 3227, 3229, 3231, 3233, 3235, 3237, 3239, 3241, 3243, 3245, 3247, 3249, 3251, 3253, 3255, 3257, 3259, 3261, 3263, 3265, 3267, 3269, 3271, 3273, 3275, 3277, 3279, 3281, 3283, 3285, 3287, 3289, 3291, 3293, 3295, 3297, 3299, 3301, 3303, 3305, 3307, 3309, 3311, 3313, 3315, 3317, 3319, 3321, 3323, 3325, 3327, 3329, 3331, 3333, 3335, 3337, 3339, 3341, 3343, 3345, 3347, 3349, 3351, 3353, 3355, 3357, 3359, 3361, 3363, 3365, 3367, 3369, 3371, 3373, 3375, 3377, 3379, 3381, 3383, 3385, 3387, 3389, 3391, 3393, 3395, 3397, 3399, 3401, 3403, 3405, 3407, 3409, 3411, 3413, 3415, 3417, 3419, 3421, 3423, 3425, 3427, 3429, 3431, 3433, 3435, 3437, 3439, 3441, 3443, 3445, 3447, 3449, 3451, 3453, 3455, 3457, 3459, 3461, 3463, 3465, 3467, 3469, 3471, 3473, 3475, 3477, 3479, 3481, 3483, 3485, 3487, 3489, 3491, 3493, 3495, 3497, 3499, 3501, 3503, 3505, 3507, 3509, 3511, 3513, 3515, 3517, 3519, 3521, 3523, 3525, 3527, 3529, 3531, 3533, 3535, 3537, 3539, 3541, 3543, 3545, 3547, 3549, 3551, 3553, 3555, 3557, 3559, 3561, 3563, 3565, 3567, 3569, 3571, 3573, 3575, 3577, 3579, 3581, 3583, 3585, 3587, 3589, 3591, 3593, 3595, 3597, 3599, 3601, 3603, 3605, 3607, 3609, 3611, 3613, 3615, 3617, 3619, 3621, 3623, 3625, 3627, 3629, 3631, 3633, 3635, 3637, 3639, 3641, 3643, 3645, 3647, 3649, 3651, 3653, 3655, 3657, 3659, 3661, 3663, 3665, 3667, 3669, 3671, 3673, 3675, 3677, 3679, 3681, 3683, 3685, 3687, 3689, 3691, 3693, 3695, 3697, 3699, 3701, 3703, 3705, 3707, 3709, 3711, 3713, 3715, 3717, 3719, 3721, 3723, 3725, 3727, 3729, 3731, 3733, 3735, 3737, 3739, 3741, 3743, 3745, 3747, 3749, 3751, 3753, 3755, 3757, 3759, 3761, 3763, 3765, 3767, 3769, 3771, 3773, 3775, 3777, 3779, 3781, 3783, 3785, 3787, 3789, 3791, 3793, 3795, 3797, 3799, 3801, 3803, 3805, 3807, 3809, 3811, 3813, 3815, 3817, 3819, 3821, 3823, 3825, 3827, 3829, 3831, 3833, 3835, 3837, 3839, 3841, 3843, 3845, 3847, 3849, 3851, 3853, 3855, 3857, 3859, 3861, 3863, 3865, 3867, 3869, 3871, 3873, 3875, 3877, 3879, 3881, 3883, 3885, 3887, 3889, 3891, 3893, 3895, 3897, 3899, 3901, 3903, 3905, 3907, 3909, 3911, 3913, 3915, 3917, 3919, 3921, 3923, 3925, 3927, 3929, 3931, 3933, 3935, 3937, 3939, 3941, 3943, 3945, 3947, 3949, 3951, 3953, 3955, 3957, 3959, 3961, 3963, 3965, 3967, 3969, 3971, 3973, 3975, 3977, 3979, 3981, 3983, 3985, 3987, 3989, 3991, 3993, 3995, 3997, 3999, 4001, 4003, 4005, 4007, 4009, 4011, 4013, 4015, 4017, 4019, 4021, 4023, 4025, 4027, 4029, 4031, 4033, 4035, 4037, 4039, 4041, 4043, 4045, 4047, 4049, 4051, 4053, 4055, 4057, 4059, 4061, 4063, 4065, 4067, 4069, 4071, 4073, 4075, 4077, 4079, 4081, 4083, 4085, 4087, 4089, 4091, 4093, 4095, 4097, 4099, 4101, 4103, 4105, 4107, 4109, 4111, 4113, 4115, 4117, 4119, 4121, 4123, 4125, 4127, 4129, 4131, 4133, 4135, 4137, 4139, 4141, 4143, 4145, 4147, 4149, 4151, 4153, 4155, 4157, 4159, 4161, 4163, 4165, 4167, 4169, 4171, 4173, 4175, 4177, 4179, 4181, 4183, 4185, 4187, 4189, 4191, 4193, 4195, 4197, 4199, 4201, 4203, 4205, 4207, 4209, 4211, 4213, 4215, 4217, 4219, 4221, 4223, 4225, 4227, 4229, 4231, 4233, 4235, 4237, 4239, 4241, 4243, 4245, 4247, 4249, 4251, 4253, 4255, 4257, 4259, 4261, 4263, 4265, 4267, 4269, 4271, 4273, 4275, 4277, 4279, 4281, 4283, 4285, 4287, 4289, 4291, 4293, 4295, 4297, 4299, 4301, 4303, 4305, 4307, 4309, 4311, 4313, 4315, 4317, 4319, 4321, 4323, 4325, 4327, 4329, 4331, 4333, 4335, 4337, 4339, 4341, 4343, 4345, 4347, 4349, 4351, 4353, 4355, 4357, 4359, 4361, 4363, 4365, 4367, 4369, 4371, 4373, 4375, 4377, 4379, 4381, 4383, 4385, 4387, 4389, 4391, 4393, 4395, 4397, 4399, 4401, 4403, 4405,

SPECIAL ANNOUNCEMENTS

NCST

NATIONAL CENTRE FOR
SCHOOL TECHNOLOGY

School Technology

the creative link between school
and industry

School Technology

the national journal for the
development of technological activities
in schools

School Technology

is published four times a year in
September, December, March and June.
Annual subscription £2.50 (CWO).Send for a sample issue of *School Technology* to:
National Centre for School Technology
Trent Polytechnic, Burton Street
Nottingham NG1 4BU Tel: Nottm (0602) 48248TRENT
POLYTECHNIC

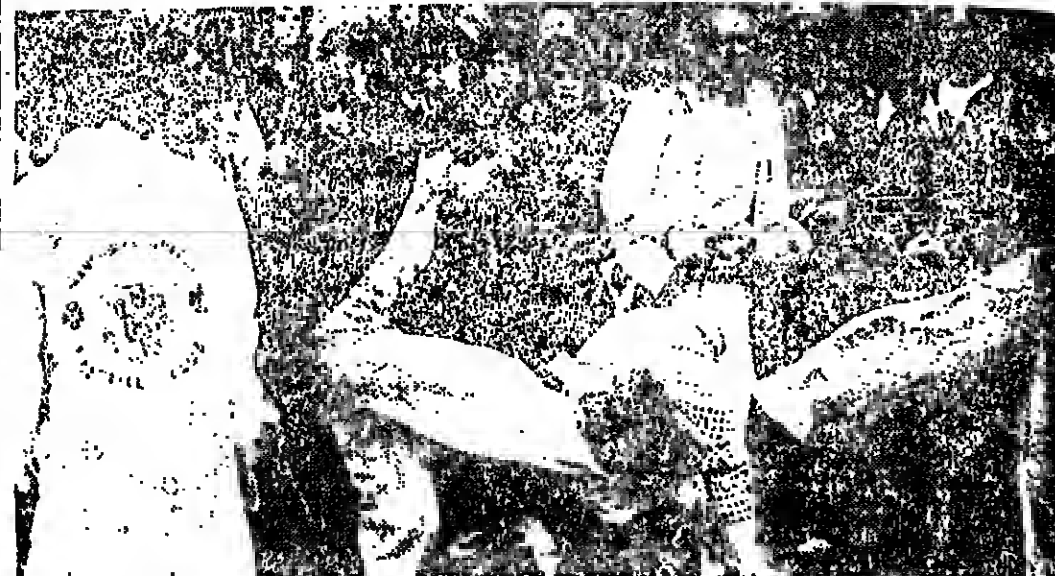
NCST

NATIONAL CENTRE FOR
SCHOOL TECHNOLOGY

New 1977 Edition

Directory of Resource Material
for teachers of Technology in schoolsNorth Sea Oil and Natural Gas—Man-made Fibres—Thermodynamics—
Adhesives—Electricity—Industrial Archaeology—School Technology—
Chemistry—In the Home—Materials Science—Structures—Gas—Roads—
Aviation—Water—Metallurgy—Plastics—Electronics—Fluids—Gears—
Film Libraries—Corrosion—Motor Cars and Cycles—Coal—Bearing—
Steel etc.Over 1500 references to books, pamphlets, wallcharts,
filmstrips, audio-visual sets, OHP transparencies and
films under 75 topic headings, for Junior Schools
through to Sixth Form Colleges.Price 80p (post paid) cash with order. Please make
cheques/PO's payable to Notts County CouncilAvailable from: The National Centre for School Technology
Trent Polytechnic, Burton Street, Nottingham, NG1 4BU.TRENT
POLYTECHNIC

SOUTHERN EUROPE

EUROPEAN STUDIES WORKSHOP/CONFERENCE 4/8 APRIL 1977
Schools Information Unit, University of SussexFor further education and secondary school teachers involved in
teaching about contemporary Europe. Workshops will use the Unit's
collection of resources to prepare materials on the following topics—
Women, Rural Poverty, Politics, Migrant Labour and Worker Participation.Cost: Residential £24.50 Non-Residential £14.50
Early application is advisable.Look into the **ARNOLD SHOP WINDOW** at The
Marton Hotel and Country Club, Middlesbrough,
to see a Comprehensive Exhibition of Arnold
Educational Equipment and Books.Monday February 28 and Tuesday March 1
11 a.m. to 7.30 p.m.

Football for violence: solutions are far from straightforward.

'Sad' side
of soccer
hooligansFootball hooligans are unhappy
rather than evil, according to a
survey of more than 1,000 West
Midlands teenagers carried out by
staff and students at Weshill
College of Education, Birmingham.
But society's response to their
behaviour and the solution to it
are far from straightforward. One
step in the right direction could be
to inject some more social education
into the school curriculum.The teenagers, law-abiding and
disruptive, were asked about their
attitudes to football hooliganism
and vandalism and the causes and
consequences of violence on the
terraces. Most of them were either
unaware of, or singularly unsympa-
thetic to, liberal explanations which
emphasized the community's re-
sponsibility. They were equally
indifferent or hostile to measures
directed at reform rather than
punishment.The survey concludes that social
education—at school, at home and
in the community—is not being
fully used. Young people, it says,
should be encouraged to discuss
current issues more often.The Department of Education
and Science and other national
bodies concerned with youth could
do more to ensure that opportuni-
ties for dialogue between the
generations should be arranged at
both local and national level.Bad boys grow up to
breed more bad boys

by Frances Stadlen

Individual character may be as
crucial a cause of delinquency as
poor housing, bad schools or other
factors, according to a research
study published this week.Convicted working-class delin-
quents do not behave like other
people of their social class. They
smoke, drink, gamble and spend
more. They are more active sexually
and more promiscuous, more aggres-
sive, go out more often and are
more anti-establishment. In their
attitudes, therefore, with a lot of
convictions have often been trouble-
makers from a very early age.These are the main findings of
the third report in a survey of
400 youths from a working-class
area of London, whom the Cam-
bridge Study in Delinquent Develop-
ment have been observing from the
age of eight to 18.The report recommends that the
social problems of delinquency be
seen as a result of lack of attention,
affection and training by their
parents, when they were children.Being exposed to the delinquent
tradition of their neighbourhood,
catching the habit from their
friends and being identified as
troublemakers, all these factors would
all have contributed to their
behaviour.Delinquency is often handed down
through the generations. The study
found that criminal convictions wereconcentrated in a small
family and that there is
a relationship between
fathers and sons.Young delinquent adults
irresponsibly hedonistic
and their inability to
control their emotions, tend to
repeat the same undesirable family
pattern far from their own children.The report has recommended
to make bad boys better. It
warns that the campaign
against delinquency should be
based on the opposite of reform-
ation, more often than not
dramatic side effects of
the reforming process. It is
not reasonable to expect
a system to succeed in
reforming and reforming all
failures of the education
system.The study recommends
material help to young
people who are struggling
families. This could be
done by providing a
child care, welfare rights
advice, and other services.
The study also found that
the delinquent tradition
is not only handed down
but also spread by the
delinquent tradition of
the neighbourhood.The study also found that
the delinquent tradition
is not only handed down
but also spread by the
delinquent tradition of
the neighbourhood.The study also found that
the delinquent tradition
is not only handed down
but also spread by the
delinquent tradition of
the neighbourhood.The study also found that
the delinquent tradition
is not only handed down
but also spread by the
delinquent tradition of
the neighbourhood.Children of big families come
off worse in comprehension testNow results from the National
Children's Bureau also interesting
questionnaire about the established
research finding that reading attain-
ment decreases significantly as the
size of family grows.In this month's *British Journal
of Educational Psychology* (vol 47,
part 1) Dr Keo Richardson reports
that the NCB's national child devel-
opment study demonstrates—as
many other studies have done—
that at 11, children from large
families did significantly worse on a
reading comprehension test than
families with one or two children.
The results support the finding
that family size accounts for by far
the largest proportion of variation
in reading performance at 11. The
differences held within social
classes.

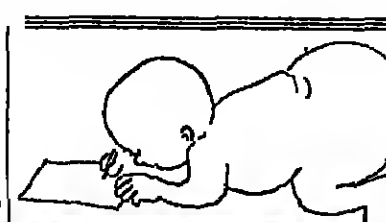
The usual explanation is that

children in large families receive
less verbal stimulus. But the NCB
researchers also gave a sample of
11-year-olds a comprehension test, and
assessed the results for length and
for syntactic maturity. On both
scores, there was no significant dif-
ference between children from
large and small families.The measures used would not
detect differences between the
syntactic structures used by the
children. It may be that different
social relations in large families
generate different syntactic struc-
tures—and that the syntactic idiosyn-
crasies of reading comprehension
tests do not fit those of large
families, putting the children at a
disadvantage.If so, Richardson says, this
would have implications for the
selection of reading materials in
schools as well as reading tests.

Care takes its toll too

Poor educational progress often
regarded as the hallmark of
the child who has been taken
into care by a local authority.
This can be seen as much by lack of
parental interest, strain, emotional
conflict and illness, according to a
outstanding survey carried out by
the National Children's Bureau.
The researchers gave mathematics
and reading tests at ages seven and
11 to the 16,000 children born be-
tween March 5 and 9, 1958. The
results confirmed that children who
had been in care scored less thanthose who had not. But the survey
also revealed that children who had
been in care before the age of
seven fared worse than those who
were taken into care later.The conclusion drawn was that
social disadvantage was not the sole
cause of the difference. The report
urges councils to do more to elim-
inate the factors that cause children
to go into care and to make more
effort to prevent families being
separated. But it is feared that the
limited financial help available is
not enough to improve things much.How best to help
homeless youngThe risks and hardships of
young homeless people are
well known. But the NCB
researchers also gave a sample of
11-year-olds a comprehension test, and
assessed the results for length and
for syntactic maturity. On both
scores, there was no significant dif-
ference between children from
large and small families.The measures used would not
detect differences between the
syntactic structures used by the
children. It may be that different
social relations in large families
generate different syntactic struc-
tures—and that the syntactic idiosyn-
crasies of reading comprehension
tests do not fit those of large
families, putting the children at a
disadvantage.If so, Richardson says, this
would have implications for the
selection of reading materials in
schools as well as reading tests.

Care takes its toll too

Poor educational progress often
regarded as the hallmark of
the child who has been taken
into care by a local authority.
This can be seen as much by lack of
parental interest, strain, emotional
conflict and illness, according to a
outstanding survey carried out by
the National Children's Bureau.
The researchers gave mathematics
and reading tests at ages seven and
11 to the 16,000 children born be-
tween March 5 and 9, 1958. The
results confirmed that children who
had been in care scored less thanMPs told of threat to rising standards. Report by Stephen Cohen
Cuts mean more illiteracy, NUT warnsMPs were warned this week that
cuts in educational spending would
produce more illiteracy.The National Union of Teachers,
in evidence to a sub-committee of
the House of Commons Education
Committee, said that because of the
cuts more children would leave
school unable to read and write.
Dr Walter Roy, a member of the
union's executive, told Miss Janet
Fookes, chairman of the sub-com-
mittee and Conservative MP for
Plymouth, Drake. "There will be
more illiterates because we have
not the resources to devote to
special remedial departments."He had been told he would lose
two teachers from his staff next
September and that he would not be
allowed to replace a remedial spe-
cialist. This would affect the help
given to children with problems.Miss Fookes asked why there was
a need for remedial work in sec-
ondary schools. Was it because
primary schools were failing?
Mr Clifford Morris, head of a
Leeds junior school, said some pri-
mary schools were better equipped
than others and more geographically
situated. They were able to achieve
better results.The union delegation made clear
to the committee, which is looking
at the attainments of school leavers,
that standards had not fallen dur-
ing the past 10 years. They had
risen.Masters turn militant
in 'no cover' protestThe Assistant Masters' Association
is to take part in the campaign
being waged against local authority
spending cuts by the two major
teachers' unions.The normally moderate associa-
tion (with 40,000 members) is the
third largest teachers' union) has
instructed members in 30 Oxford-
shire schools to refuse to cover
for absent colleagues for more than
a day. Similar action is being con-
sidered in Area, Walsall and Essex.The Oxfordshire protest is against
proposed cuts in the education bud-
get which will reduce the pupil-
teacher ratio from 17:1 to 18.5:1
in secondary schools.The National Union of Teachers
and the National Association of
Schoolmasters-Union of Women Teach-
ers are taking similar action in
the county.Mr Peter Smith, assistant secre-
tary at the AMTA, said this week:
"We realize we have to live in the
world as it is and the economic
crisis facing Britain, but it would be
irresponsible of us to pretend that
without wrecking educational provi-
sion in the country and endangering
the needs of the children."
The NUT decided last week toMiss Fookes responded by stat-
ing that the subcommittee was not
interested in the movement of stan-
dards but whether they were ade-
quate for the present needs of
society. She was surprised that
there was an admission in the
union's evidence that there was
nothing wrong, except lack of money.
Mr Jack Chambers, another ex-
ecutive member, said schools were
faced with almost impossible prob-
lems. During the last 18 months
"the kind of things we wanted to
do with youngsters have vanished."
The problem of almost indec-
ible is very great for us."Mr Michael Ward, Labour MP
for Peterborough, asked what evi-
dence there was that more money
would produce the goods.
Dr Roy said there were three
clear indications that when money
was available attendance levels im-
proved, juvenile delinquency
declined and after-school activities
were well supported. The union's
written evidence supported this.
"The teaching profession requires
a substantial range of material re-
sources to encourage and to moti-
vate pupils approaching the end of
their school careers."There is ample evidence
to show that significant gains in self-
confidence and motivation result
when school teachers are able to
provide a level of physical, profes-
sional and material resources whichallow this group of youngsters to
take part in activities outside the
school.The necessary facilities are,
however, inevitably expensive. The
low levels of parental income and
support characteristic of this group
mean that, unless the local educa-
tional authority makes significant
compensatory provision, such
experiences and educational pro-
gress will not take place.The attainments of this cate-
gory of school leaver, therefore,
depend overwhelmingly on positive
discrimination in their favour.The union believes that the
current trends in local authority
financing at almost every level of
demand such as this, are acting
against any improvement of the
attainment of school leavers in
terms of their physical, emotional
and social development. Schools are
being forced back to a position of
"chalk and talk". It is a denial of
society's responsibility for these
children.The Independent Association, in
its written evidence, also said that
academic standards had not fallen.
But standards of manners and gen-
eral behaviour had declined, par-
ticularly as a result of press or
television coverage of "poor
behaviour".The norms presented by popu-
lar television and films of dress,
manners, vocabulary and mores atspeech may have much more im-
mediate influence on adolescent boys
and girls than do school teachers.In the same way it can be dif-
cult to dissuade boys and girls from
exhibiting in matches the same
behaviour as they observe, in close
up, among some professional
players in many sports.The association recognized, how-
ever, that a technological, indus-
trialized society made greater de-
mands on its work force and that
the current educational debate
sprang chiefly from the fact that
were announced in the TES of Feb-
ruary 11. Children under 12 are
invited to submit their own review
of any book they have enjoyed or
found useful. Reviews should not
be more than 250 words long and
should be sent in before April 1
to Michael Cluett, Literary Editor,
The Times Educational Supplement,
PO Box 7, New Printing House
Square, Gray's Inn Road, London
WC1X 8EZ.This view was supported by the
Assistant Masters' Association's
written evidence which said that
employers' expectation and require-
ments had risen faster than educa-
tional standards.The Association of Assistant Mas-
ters' Association's Association, in
its written evidence, also said that
academic standards had not fallen.
But standards of manners and gen-
eral behaviour had declined, par-
ticularly as a result of press or
television coverage of "poor
behaviour".The norms presented by popu-
lar television and films of dress,
manners, vocabulary and mores at"Mr. Mervin Poot" files with a
tic touch and has a nice sense of
funny comedy—a winner."Win a
£50 prizeEntries are now being judged for
The Times Educational Supple-
ment's Children's Book Review
Competition. Full details of which
were announced in the TES of Feb-
ruary 11. Children under 12 are
invited to submit their own review
of any book they have enjoyed or
found useful. Reviews should not
be more than 250 words long and
should be sent in before April 1
to Michael Cluett, Literary Editor,
The Times Educational Supplement,
PO Box 7, New Printing House
Square, Gray's Inn Road, London
WC1X 8EZ.Few drama students
next yearThere may be very few drama stu-
dents next year because of local
authority spending cuts, Mr William
van Strubbe, MP for Wokingham,
told the Association of Drama
Students on Saturday.Addressing their conference in
London, he said that the outlook for
a great many drama students next
year was extremely bleak. This
was because grants to drama stu-
dents were discretionary, and local
authorities were drastically cutting
them.

Independent school places

In the table published last week
fordshire County Council and to
Hertfordshire and Worcester County
Council was transposed. We apolo-
gize to both authorities for this
misprint.RANK STRAND SPRING 1977
LECTURE
AND EXHIBITION
REPERTOIREA full, varied, and extended repertoire of events
for Theatre and Club people, Educationists and
those engaged in the Amateur Theatre, indeed
everyone concerned with theatrical presentation.A touring exhibition of a wide range of stage
lighting luminaires and controls with the opportunity
to handle and use the equipment, plus, each evening
a lecture on stage lighting, or on allied topics. In
Scotland a unique opportunity to tour Rank Strand's
large, modern manufacturing plant.The lectures will be given by personalities
drawn from the following panel: Eric Baker,
Brian Benn, Frederick Bonham, Brian Legge,
David Morton, John B. Read, Francis Reid,
Philip Rosa, John Wyckham.Admission to all events is free, but a ticket is
required for each lecture and also for the tour of our
plant in Kirkcaldy, Scotland. Lecture programme
details and/or tickets can be obtained in advance of
each event on written request, enclosing a self-
addressed envelope please, to:
Rank Strand Electric, Spring 1977 Repertoire,
PO Box 70, Great West Road, Brentford,
Middlesex TW8 9HR.Exhibition Hours: 12.00 Noon—6.00 pm
Lectures: Doors open 7.00 pm for 7.30 pm

GLOUCESTER

Wednesday 2 March, Thursday 3 March
Gloucester Leisure Centre, Barton Street, Gloucester
Exhibition 12.00 Noon—6.00 pm. Lecture 7.30 pm.

COVENTRY

Tuesday 8 March, Wednesday 9 March
Coventry Technical College, Butts, Coventry
Exhibition 12.00 Noon—6.00 pm. Lecture 7.30 pm.

LANCASTER

Tuesday 15 March, Wednesday 16 March
The Duke's Playhouse, Moor Lane, Lancaster
Exhibition 12.00 Noon—6.00 pm. Lecture (March 15
only) 7.30 pm.

SHEFFIELD

Tuesday 22 March, Wednesday 23 March
University Drama Studio, The University of Sheffield,
Glossop Road, (corner Shearwood Road) Sheffield,
Exhibition 12.00 Noon—6.00 pm. Lecture 7.30 pm.

BIRMINGHAM

Tuesday 29 March, Wednesday 30 March
Centre for the Arts, University of Aston, Gosta Green,
Birmingham. Exhibition 12.00 Noon—6.00 pm.
Lecture 7.30 pm.

SCOTLAND

Tour of Rank Strand's manufacturing plant,
by ticket only.
Tuesday 5 April commencing 10.00 a.m.
Thursday 7 April commencing 2.00 p.m.
Rank Strand Electric, Kirkcaldy, Fife.RANK
STRAND

Rank Strand Electric, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR. Tel. No. 01-568 9222.

At the age of nine Mary Warnock or Wilson, as she was then, wrote in her diary that she wanted to read Greek in Oxford, marry a philosopher and have four children.

She realized these ambitions, and went on to do so. She had five children. The consummate mother reveals how much she has always known what she wanted and how single-minded she has been about getting it.

But in her 52 years, Mrs Warnock has achieved far more than the wildest childhood imaginings. She is now an Oxford don, a writer and a public figure with a special interest in education. She made her name in Oxford not just in university circles, where she is highly regarded, but also by being headmistress of Oxford High School for Girls from 1966 to 1972. She now chairs a government committee looking into the education of the handicapped and is a member of the Independent Broadcasting Authority.

Mary came from a middle class family with a schoolmaster father. She studied classics at private schools and was always expected to do well like her brilliant eldest brother, Sir Duncan Wilson, now master of Corpus Christi College, Cambridge.

She started off reading classics at writing Lady Margaret Hall, Oxford. In 1944, halfway through her degree, she went off to do her bit for the war by teaching at Sherborne School for Girls (her only contact with schools before the Oxford High job) and in 1946 was back in Oxford completing her degree in Greek. This was followed by an MPH and marriage to her philosopher, Geoffrey Warnock.

Mary Warnock then applied for a fellowship at St Hugh's. The women fellows at St Hugh's were not letting a married woman into their fold but eventually they made the break, and in 1949 she became one of the college's first married women fellows. During the next decade or so she settled down to have her five children, carefully planned so they would arrive in the summer vacations. It is a source of some pride to her that she only took four weeks off work altogether for childbearing.

Gradually she built up her expertise in education. From St Hugh's, where she taught philosophy, she was put on to the governing body of a grammar school just outside Oxford and later she was co-opted on to Oxfordshire education committee where she helped reorganize the county's music teaching.

Her passion for music was one of the main reasons for taking the Oxford High job. Why was an outsider offered the job in the first place? This answer is simple. Dame Lucy Sutherland, principal of LMA, better known as the LMA days, was then chairman of the Girls' Public Day School Trust (of which Oxford High is part), and she asked her to do it.

Mary Warnock set about reorganizing the school's music department with gusto. She brought in a new music teacher, stopped compulsory music lessons after the second year and made sure that during school hours instruments did so.

It reveals a lot about her attitude. She preferred to see a decent num-

'Her values are of the old fashioned British intellectual, nourished on a diet of Oxford academia.' Lucy Hodges meets Mary Warnock, headmistress, don, and now chairman of the government committee on special education



A very logical lady

her of good musicians trained them everyone learning music at a low level. And it brought sensational results. There were 20 or so pupils taking music O level this year and 17 doing A level last year. The school now boasts four orchestras and two choirs.

Her style as headmistress was typically unaffectionate and she set out to have a no-nonsense approach. She is known to have rubbed members of staff up to the wrong way by her inability to tackle boring details like lunch queue arrangements. But she put on a brave face. "I found it easier to talk to the children than the staff," she admits.

She took up the horn because in one there was playing a brass instrument and challenged one of her most talented 12-year-old Latin students to do the same. "Surely there is something you can do better than me," she coaxed. The girl is now going to the Guildhall to study the horn.

After six years at Oxford High, Mary Warnock had had enough. She fantasized the idea of being a college principal's wife for a bit and writing another book. She had already published two books on education, one on *Service and Education* in 1960, and another on *Ethics Since 1900*, and she wanted to tackle the subject of imagination.

It was not long before she was back in the public eye. In 1974

Margaret Thatcher asked her to chair a committee of inquiry into the education of the handicapped. It is not a job she enjoys much. The committee is extremely large—26 members and up to 14 observers. She enjoys all the learning that is involved but finds many of the papers too long and tedious to read.

She gives the impression that she is easily bored, and there is a certain briskness about her manner that can be chilling. To meet, she can be a bit remote. But her intellectuality is quite obvious.

Her reputation as an educationist is as an elitist, and it is not difficult to see why. She once had a reputation for leaning to the left, but she has been moving right for some time. In a series of highly literate and articulate articles in *New Society* and *The Listener*, in a spirited defence of the rich, for the only people who can preserve the row countryside that is so dear to her heart.

The thought of the sanitized, council-designated amenity area horrifies her. "It kills the imagination," she wrote. "Just as the churches in Russia reduce me in tears simply because they are used only as museums, so houses which are no longer lived in fill one with gloom and despair. She invokes such names as Kant, Jane Austen

and Cyril Connolly in her support. Her reasoning is always dispassionate and clever. Her writing is witty and evocative, without cliché or imagery. "I regard it as perfectly all right to buy ready-made bread and suits," she says in an article in which she delves into her snobbish likes and dislikes.

It is not that she is as right as she seems to be, but she is right in her snobbish likes and dislikes. She is not a snob, but she is a realist.

She clearly thinks Britain is going to the dogs and only heart-felt sighs for the good old days when people were purer and worked hard and believed in what they did. She suggests we may have to give up our way of life in order to gain a new freedom. A strong, assertive streak runs through much of her writing.

Her values are of the old-fashioned British intellectual, nourished on a diet of Oxford academia. She once wrote that she would be embarrassed to sit through *Oh Calcutta* and that she got no aesthetic kick out of the modern art which she was asked to view. She is a realist.

Her views on education, like everything else, are well thought out and traditional. She is a meritocrat above all else, emphasizing equality of opportunity and the

importance of ambition. "The notion of social class is terrible though it may seem something one terribly much of society, and I think that it is indecent to discuss the society," she said in a discussion.

Comprehensive education only depresses her. She says that its rationale is social efficiency, and her objection to it is expressed in terms of inefficiency.

There are some things the nation ought not to forget, she says. The initiative of Lady Phillips is going to be able to do a disinterested and very powerful research. The Snowdon working party on the education of the disabled, she says, is to give the nation a new education—was in line with the policy of the DES over many years—that no child should attend a special school if his needs could be met in an ordinary one. This principle of the DES has been embodied in recent legislation in Section 11 of the Education Act 1976.

She is now embarking on a book with Tim Dwyer, a correspondent of *The Times*, which will list the curriculum should be. They believe compulsory religious education is a non-examination subject, and that it should be a subject for which children have to take an examination. The DES has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

She has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

She has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

She has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

She has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

She has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

She has been asked to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum, and the House of Commons has asked the DES to look at the curriculum.

DES to check on integration

The DES is to commission research to find out what effect handicapped children will have on ordinary schools if there is more integration of the disabled.

This announcement came from Lady Stedman, the Government speaker, in a debate last week. The initiative of Lady Phillips is going to be able to do a disinterested and very powerful research. The Snowdon working party on the education of the disabled, she says, is to give the nation a new education—was in line with the policy of the DES over many years—that no child should attend a special school if his needs could be met in an ordinary one. This principle of the DES has been embodied in recent legislation in Section 11 of the Education Act 1976.

The new law pointed the way ahead but it could not be implemented overnight. As the working party recognized in suggesting a period of 11 years, it would be a gradual process.

Mrs Shirley Williams, Education Secretary, in a recent speech in Derbyshire had explained that integrated education would need careful preparation and full consultation with L.E.A.s, teachers and other interests.

It should be seen to benefit all children. It was unrealistic to ignore the quality of special education and the conditions that ensured its success. It was not simply a matter of resources. For this reason the DES intended to commission research.

The report also called for a higher school-leaving age for handicapped children. The needs of handicapped children were so different that more flexible arrangements should be made for them.

On the question of access to buildings used for educational purposes, the DES had undertaken to revise the provisions of Section 8 of the Chronically Sick and Disabled Persons Act. It would also be preparing appropriate design guidelines. In addition, a letter had already been sent to chief architects to say that future plans requiring Departmental approval should provide for disabled persons.

prevention in the number of children getting higher grades of OSE or the middle grades of O level, from 14 per cent in 1964-65 to 25 per cent in 1974-75. There was evidence of a slight improvement in A and O level pass standards, and a dramatic increase in average grades. Four out of five children were taking some sort of public qualification compared with one in two 11 years ago.

Moreover there was less teacher wastage than before. The rate had fallen from 11.5 per cent in 1968 to 6.5 per cent last year which meant a more stable teaching force.

Mrs Williams was worried about modern languages. More and more schools were only offering French. The number of pupils taking maths had risen and it was now the most popular subject at O level after English. It was emerging as the other common core.

Students' interest in maths still had to be encouraged beyond the ages of 15 and 16 into the sixth forms, whether academic or non-academic. The shortage of maths teachers had to be tackled. In science, the signs were encouraging too.

She shared the Schools Council's objective of getting a common system of examination. The education system had been struggling with multiple exams in further education and schools for far too long. She had to find out whether a common system was feasible. She did not yet know whether it was but she thought it would be better to have a common system.

The last thing she wanted was a Schools Council which was a pool of money to be used at the discretion of the schools. But it was not unreasonable to say the council should have wider representation of lay people and that there should be more discussion between the

religious education. It was no longer always regarded as the incubating of sound Christian belief, but was coming to be seen as a study of the non-material things of life, with special emphasis on the Christian tradition.

For a number of reasons, the practice of appointing specialist teachers was slower to develop in religious education than in other subjects. The trend towards appointing specialist teachers in secondary schools, gathered momentum from the late 1950s and the number had grown since then. However, the problem had been keeping pace with rising demand for specialist teachers. The shortage was long-standing rather than something new.

The prime responsibility for meeting the statutory requirements lay with the local authority. The Inspectorate was willing to advise on these matters and where it appeared that religious education was seriously inadequate it would certainly draw this to the attention of those concerned.

It was impossible to prove a breach of the law by suggesting that too little time was given to religious education.



Lady Stedman: "Gradual process".

Standards up, but . . . Mrs Williams

The day before Mrs Shirley Williams, Education Secretary, launched the first of the Government's new debate conferences, the Commons had its own mini-debate lasting a matter of history and some three hours.

The topic was standards in education and the Opposition's attempt to launch a debate on standards in education was rejected by 281 votes to 249—Government majority of 32.

Mrs Williams said DES evidence showed that standards had improved over the past 10 years although not as much as the department might have wished.

The position was highly encouraging but there were some areas of concern. In 1974 the number of illiterates in Britain was estimated at two millions and in 1975, 88 per cent of the sample of 11-year-olds who took the 11-plus, were over 11. That meant they could not have been educated at comprehensive schools. More than half were aged 30 or over.

There was no evidence to support the claim that reading standards were lower. There had until recently been a high turnover of teachers; comprehensive reorganization had taken up their time; and the profession of teaching methods had been confusing.

Less sophisticated critics were unlikely to mention the extent to which popular movements in new estates and new towns had to do with what was happening in education.

The number of children leaving school with A levels had gone up from 14 to 15 per cent of the school population, and those taking five or more O levels at the higher grades had gone up from 10 to 15 per cent of the total age group in the past 10 years. This was no evidence of falling standards.

There had been a dramatic improvement in the number of children getting higher grades of OSE or the middle grades of O level, from 14 per cent in 1964-65 to 25 per cent in 1974-75. There was evidence of a slight improvement in A and O level pass standards, and a dramatic increase in average grades. Four out of five children were taking some sort of public qualification compared with one in two 11 years ago.

Moreover there was less teacher wastage than before. The rate had fallen from 11.5 per cent in 1968 to 6.5 per cent last year which meant a more stable teaching force.

Mrs Williams was worried about modern languages. More and more schools were only offering French. The number of pupils taking maths had risen and it was now the most popular subject at O level after English. It was emerging as the other common core.

Students' interest in maths still had to be encouraged beyond the ages of 15 and 16 into the sixth forms, whether academic or non-academic. The shortage of maths teachers had to be tackled. In science, the signs were encouraging too.

She shared the Schools Council's objective of getting a common system of examination. The education system had been struggling with multiple exams in further education and schools for far too long. She had to find out whether a common system was feasible. She did not yet know whether it was but she thought it would be better to have a common system.

by Alan Wood

Cuts in clothing grants will keep needy children away

More and more children will be prevented from going to school in Leicestershire if proposed cuts in the school clothing grant are approved this week, according to an open letter of complaint in the council on Monday by the Child Poverty Action Group.

Leicestershire is proposing to spend £45,000 on clothing grants next year, less than half what it spent this year although, CPAG says, the number of needy cases had risen by more than a third and there had been no money for families needing grants since November.

By December, 3,000 claims had been approved and the education welfare department predicted that at least 3,000 more would have been made by the end of the present financial year. About half of them would have been turned away.

Mr Peter Gauding, chairman of the Leicestershire branch of CPAG, this

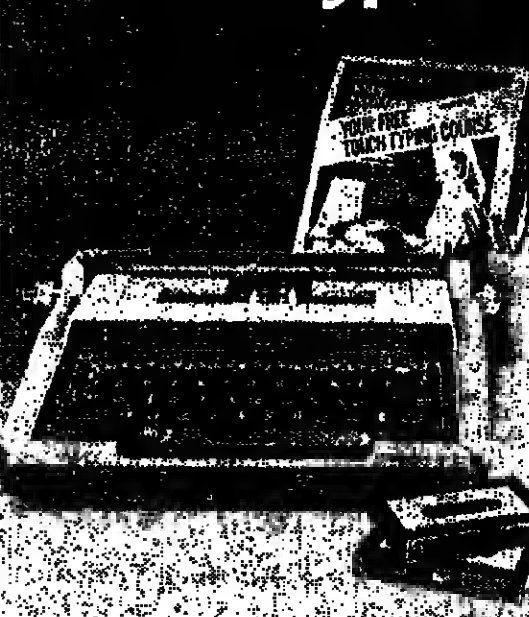
week disputed the council's claim that the level of the Leicestershire grant was roughly in line with other counties.

Neighbouring authorities stipulated a maximum grant of more than £100 for secondary school pupils compared with Leicestershire's maximum of £25, he said. It would require only 1 per cent of the grant to restore the grant to its present level.

The tiny amount of cash involved was causing great hardship in thousands of families, CPAG was worried that cases were no longer coming to light because people knew that the grant was drying up.

Mr Anthony Davis, deputy director of education for Leicestershire, blamed the cut on the slashing of the rate support grant and said that the overriding priority in education was to maintain the pupil-teacher ratio.

Smith-Corona Electra The Typewriter for people who can't type.



FREE home touch typing course with every Electra

Smith-Corona are giving a free home touch typing course, value £9.50, with every Electra. Typewriter purchased before April 30th 1977. The course is fully illustrated and includes a booklet to help you learn fast.

For less than the price of some manuals, you can own an all-electric, quality portable unit, learn to type quickly and accurately.

It's a two-fingered typist now the motto for correctness. The Electra is an ideal machine for self-employed people, students, and all the family.

Take this great opportunity of owning the correct portable with these special features:

- 12 inch carriage • Changeable type for foreign accents and specialist symbols for legal, engineering and chemical professions • Automatic repeat action for underlining, dots, dashes and X's • Black dot ribbon selection • Pre-set line position tabulation • Light weight (only 15lb) • Slim, park-like carrying case.

Smith-Corona Electra. Available for around £99 including VAT.

Complete the coupon for the name and address of your local Electra specialist.

SMITH-CORONA

Exchange teaching-France or Germany

Direct exchanges with a French or German teacher for the academic year 1977-78 or for the Autumn '77 or Spring '78 term (France only), give teachers of modern languages/European studies the advantages of new horizons and the benefits of wider experience. They enable you to take a fresh look at your own teaching ideas and enjoy all the interests of a different environment without losing the continuity of your normal appointment. You are paid full UK salary, retain instrumental, pension and social security rights and qualify for the following additional allowances:

	France	Germany
School year	£1,553	Term £512
School year	£1,176	Term £382
Grants for accompanying dependent children (school year only)	£284	
France	£307	aged 12 and over
Germany	£294	aged 11 and under
	£226	aged 12 and over

* Personal travel expenses
* Preliminary visit allowance, including travel.

Write for the full details to THE CENTRAL BUREAU FOR EDUCATIONAL VISITS

AND EXCHANGES
Teacher and School Exchange Department (Ref: 050)
England & Wales: 43 Dorset Street, London W1N 3BN
Scotland: 3 Belford Crescent, Edinburgh EH10 4HD
Northern Ireland: 100-102, Belfast House,
Belford Road, Belfast, Co. Down

Department of Education and Science
Scottish Education Council
Department of Education for Northern Ireland

'Lamentable' system hampers careers staff

Allegations that careers teachers were untrained and usually drafted into their jobs were made last week by Sir Edward Britton, one of the managers of the National Foundation for Educational Research.

The claims were made in his evidence to the education sub-committee of the House of Commons on Monday. Miss Janet Pookes, chairman of the committee, which is looking into standards of education, asked him what he found Sir Edward's remarks very alarming.

He told the committee: "It is the system that is at fault, not the teachers. The emphasis on the academic tradition means that the job of the careers teachers, although increasing in importance, still has little recognition in the schools."

Sir Edward, former general secretary of the National Union of Teachers, also complained of what he described as "a lamentable lack of co-ordination" between careers officers and careers teachers. "The careers teachers know the jobs, but it is very rare for the two to get together."

Many children were choosing to

specialize in subjects at 13, without the least idea of the career implications of what they were doing, he said. Educational guidance should not be given without the presence of an expert in vocational guidance.

Asked whether careers teachers should not go out to meet employers rather than act through intermediaries, he said: "I know of no careers master who has the time to do that."

In a reference to the disciplinary difficulties in schools, Sir Edward said he expected the problem to grow worse as more and more older children stayed on. "The school disciplinary system was arranged for children," he said. More young people should proceed to sixth-form colleges to work in an adult atmosphere, he said.

"It is no good talking about the honour of the school to a 17-year-old who comes to a bit tight after lunch. You must take the learning to live with school. In a school that is difficult because of the presence of 17-year-olds who would certainly find such occurrences disturbing."

Many children were choosing to

specialize in subjects at 13, without the least idea of the career implications of what they were doing, he said. Educational guidance should not be given without the presence of an expert in vocational guidance.

Asked whether careers teachers should not go out to meet employers rather than act through intermediaries, he said: "I know of no careers master who has the time to do that."

In a reference to the disciplinary difficulties in schools, Sir Edward said he expected the problem to grow worse as more and more older children stayed on. "The school disciplinary system was arranged for children," he said. More young people should proceed to sixth-form colleges to work in an adult atmosphere, he said.

"It is no good talking about the honour of the school to a 17-year-old who comes to a bit tight after lunch. You must take the learning to live with school. In a school that is difficult because of the presence of 17-year-olds who would certainly find such occurrences disturbing."

Many children were choosing to

Law 'flagrantly broken' over RE specialists

The extent of the shortage of religious education specialists in secondary schools would be known from a sample survey of staffing to be carried out this autumn, the House of Lords was told last week.

Responding to a debate on religious education, Lord Donaldson, Minister of State for Education, said the survey would cover the composition and characteristics of the teaching force and how it was deployed. It would also look at curricula and organization.

The Earl of Langford was content that the reason the religious requirements of the 1944 Act were not being met in many schools was the shortage of religious education specialists. The law was being flagrantly broken on a wide scale, he maintained.

Lord Donaldson emphasized the importance of studying the Bible. People should not have to be made to believe in it but at least they must have read it and know what it is about. The Government had no present intention of modifying the religious education clauses of the 1944 Education Act. There had certainly been changes in people's view of

religious education. It was no longer always regarded as the incubating of sound Christian belief, but was coming to be seen as a study of the non-material things of life, with special emphasis on the Christian tradition.

For a number of reasons, the practice of appointing specialist teachers was slower to develop in religious education than in other subjects. The trend towards appointing specialist teachers in secondary schools, gathered momentum from the late 1950s and the number had grown since then. However, the problem had been keeping pace with rising demand for specialist teachers. The shortage was long-standing rather than something new.

The prime responsibility for meeting the statutory requirements lay with the local authority. The Inspectorate was willing to advise on these matters and where it appeared that religious education was seriously inadequate it would certainly draw this to the attention of those concerned.

It was impossible to prove a breach of the law by suggesting that too little time was given to religious education.

With the reduction of initial training, in-service teacher training became increasingly important, and much local in-service training and curriculum development in religious education had been initiated by L.E.A.s.

The DES was paying towards specialist courses for RE resources and in-service training, at West Hill College, Birmingham, and Borough Road College, Isleworth. In addition the National Society for Promoting Religious Education had established a centre at St. Gabriel's College, London, and on associated one at the college of Ripon and York St John.

With the reduction of initial training, in-service teacher training became increasingly important, and much local in-service training and curriculum development in religious education had been initiated by L.E.A.s.

The DES was paying towards specialist courses for RE resources and in-service training, at West Hill College, Birmingham, and Borough Road College, Isleworth. In addition the National Society for Promoting Religious Education had established a centre at St. Gabriel's College, London, and on associated one at the college of Ripon and York St John.

COURSES

WEST LONDON INSTITUTE OF HIGHER EDUCATION

SUMMER SCHOOL 1977 4th July-29th August

The following intensive courses are offered:

4th-9th July	History of British Science Computer Appreciation and Basic Programming
11th-15th July	Mathematics as a Foreign Language English as a Foreign Language Looking Around London's History History of British Science Mathematics as a Foreign Language The Built Environment London Museums and Galleries Early and Late—Ceramics Psychological Aspects of P.E. and Sport Educational Gymnastics (Primary and Middle Schools) Dance in Education Geography of London Two Golden Ages of English Music Religion and the Arts Theatre in Education—A Theatre Service to Schools Developing Interactive Skills British Drama Since 1950 French New Wave Cinema Looking Around London's History Art Education in Primary and Middle Schools Introducing Geology Sport and Leisure in Contemporary Society The London Theatre Scene Painting Painting Hogarth Current Trends in English Teaching Painting Graphics Workshop Drawing
11th-17th July	
11th-22nd July	
11th-29th July	
11th-29th July	
15th-22nd July	
22nd-30th July	
25th-29th July	
25th-29th July	
1st-12th August	
1st-12th August	
15th-20th August	
30th July-5th August	
Two weeks throughout July and August	

Further information from the Director of the Summer School, West London Institute of Higher Education, Lencaster House, Borough Road, Isleworth, Middlesex TW7 5DU.

Ealing College of Higher Education Teaching English as a Second Language in Multicultural Schools

A One-Term, Full-Time Course
leading to the R.S.A. Certificate

Qualified serving teachers who wish to specialise in the teaching of English to non-English speaking children at any level are now invited to apply for this course which leads to the Royal Society of Arts Certificate in the Teaching of English as a Second Language in Multicultural Schools.

The course, beginning in January, 1978, will be based on lectures, seminars, workshop sessions and visits. Teachers will be supervised in practical teaching during the summer term.

Further particulars are available from The Registrar (Admissions), Ealing College of Higher Education, St. Mary's Road, Ealing, London W5 5RF (Tel: 01-878 4111).

COLLEGE OF PRECEPTORS METROPOLITAN EXECUTIVE CHILDREN UNDER STRESS

A weekend residential course 15-17 April
Newland Park College, Chalfont St. Giles

Topics include:

- CULTURE AND THE SCHOOL CHILDREN OF WEST INDIAN AND ASIAN ORIGIN
- THE EMOTIONALLY AND PHYSICALLY ABUSED CHILD
- THE GIFTED CHILD
- STRESS IN ADOLESCENCE

Details from Secretary: G. M. Edwards,
14 Heathfield Rise, Ruislip, Middlesex HA4 7NE

CASE urges bigger say for parents

A parents' charter published last week by the Confederation for the Advancement of State Education calls on schools, local education authorities and the DES to give parents a much bigger say in their children's education.

Schools are asked to give parents access to all profiles and records concerning their children and to consult them on the curriculum, and courses and opportunities after school.

The charter urges each L.A. to create an educational consumer organization, in which parents and pupils to be represented on managing and governing bodies and to make sure parents are consulted on education committees.

CASE also wants the DES to set up a national statutory consultative structure to complement the local one it proposes, and to listen more to the views of consumers.

It asks L.A.s to do their best to see that children go to their neighbourhood school, and to make public the basis on which children are allocated to particular schools. If a school is consistently under-subscribed, there should be an inquiry and the results published.

L.A.s should consult parents and other members of the public when change is being discussed, and should publish an annual report, making decisions openly whenever possible.

CASE has about 5,000 members, most of whom are parents with children at school. It has timed the publication of the parents' charter to coincide with the regional conferences of the Great Debate.

In brief

Truancy on the decline

A survey in Lancashire schools, based on attendance on November 25 last year, shows there has been a 3 per cent drop in the number of 15 to 16-year-old boys playing truant from school. There has been a 2.7 per cent decline in girl truants compared with figures in June 1975.

Childminders' rights

Childminders in the London Borough of Wandsworth have started a campaign to press for a special training course and more help from the council. The Wandsworth Childminders' Association wants a six-week course for childminders when they first register or which they would be told about local authority facilities, among other things.

The world outside school

"A school in its environment" is the title of an exhibition organized by the Philip Morris School in Colchester. Each department of the school has depicted different aspects of the local environment and the exhibition will run until March 13 at The Minories, 74 High Street, Colchester. Among the subjects covered are world life, poems on the neighbourhood, the local press, field studies and the hardness of the water.

Plague pits and periwigs

A project on health hazards in the seventeenth century will be held at the Goffroy Museum, Kingsland Road, London E2 over the Easter holidays. Activities will run from April 12-23 and will cover costume, diet, wigs, cosmetics and remedies.

People

Mr. E. Geoffrey Barnshaw, senior assistant secretary of the Associated Examiners Board, is to be examinations adviser in Cameroon.

Mrs. Alison Heath, formerly head of the education department at the Goffroy Museum, is to be education officer in the Ancient Monuments and Historic Buildings Directorate.

Schools

Mr. James Campbell, head of Virginia Primary School, is to be head of Ashmole Junior School, London.

Mr. John Muoka, head of Crewe Boys Grammar School, is to be head of Ruskin Road Comprehensive, Crewe.

When exam results do not count for much

A report published this week casts a shadow over one of the most confidently held educational assumptions: that formal qualifications help school-leavers decisively in the current competition for jobs.

Examination results are all-important for trainees in such occupations as insurance, banking and the civil service, says the report. But in many other fields management places more weight on other attributes they see in applicants.

The report is the result of a lengthy study of the attitudes of newly recruited school-leavers and the management in 100 Leicester-shire firms. Financed jointly by the Leicester-shire working party on industry and education and by the Government's Training Services Agency, it spans four years of experience in the youth labour market.

Mr. E. T. Keil, head of the Loughborough University sociology team which carried out the survey, says in her conclusions that management have clear ideas of the kinds of young people they hope to recruit. She says of the managers involved in the study: "The increasing ease with which they were able to recruit in a range of categories did not have the consequence of leading to a greater emphasis on formal qualifications but of encouraging management to select in terms of perceived interest in, and suitability for, the job."

Of the 307 young workers studied, almost 80 per cent had some formal academic qualifications, a quarter of whom had either O level success or a mixture of O levels and CSEs. One in 12 of the qualified had A levels.

Although those who had got apprenticeships or professional training posts were more likely to have formal qualifications, many of

Chance for Montessori way?

"The present education system is obviously not quite fitting the child. If it breaks down altogether, what an opportunity for the Montessori approach to show the way," said Miss Phyllis Wellbank, headmistress at the Catherine Wheel, Bethnal Green, London, at the second annual Montessori conference held in Eastbourne last weekend.

Having trained under Dr Maria Montessori, who died in 1952, Mrs Wellbank founded the school 28 years ago. She told her audience of both teachers and parents how she was using the Montessori technique to teach children of all ages and abilities.

Mrs Wellbank suggested that Montessori teachers had a big contribution to make to the community. For example, they could teach young mothers about their child development. They

could also set up their own groups, offering to teach children or adults with reading difficulties. "Forget about labels," she urged. "Be adventurous."

She could get a whole new way of learning, the schools really need to change. Professor Adam Curle, Reading University, pointed out that the Montessori approach was not just a matter of technique but of a philosophy which in practice meant a child should be free to follow his own interests and to learn at his own pace.

Professor Curle suggested that the Montessori approach was a violent statement from a child, because innate intelligence is creatively being squashed.

Next week's issue of the TES will include a special 12 page inset on SCHOOL VISITS. The TES publishes special insets throughout the year on a wide range of subjects and other insets planned for March include Careers, Mathematics and an Educational Equipment Review.

Why not order a regular copy of the TES from your newsagent.

THE TIMES
Educational Supplement

If you would like a complete list of the special insets planned for 1977 please write to The Advertisement Manager, The Times Educational Supplement, P.O. Box 7, News Printing House, Square, Gray's Inn Road, London WC1A 3EZ.

When the animals look over

going back 2,000 million years or so.

Next would have evolved the blue-green algae, no doubt under the stress of the disappearance of ammonia from the atmosphere of the earth. Fossils of the characteristic filaments formed by strings of cells of blue-green algae are also well known from Precambrian rocks.

Animals differ from plants in that their energy comes from atmospheric oxygen and the remnants of other living things, and here again it is possible to persuade oneself that the first animal cells evolved in colonies of single-celled photosynthetic algae, able to break down

the gobs in the increasingly piled record of the distant past under schools of fish. Now, however, a group of biologists has made what is to be a big step forward in the study of the gobs.

Science for February 18 they interviewed other biologists, but nothing at all about work on the gobs. No knowledge of what to expect, no knowledge of the present or the past, no knowledge of the gobs. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks them out criticisms were that there were many examinations; not a visit or experience of work, but a sufficient preparation for the doling doling. The fossils are anything up to a tenth of a millimetre long and although they were found in a Precambrian held by these doling doling from the Grand Canyon in particular the doling doling. When marks

COURSES

CHESTER COLLEGE

A College of Higher Education
Affiliated to the University of Liverpool

FULL-TIME COURSES

Bachelor of Arts Degree (three years)

Subjects available: Art, Biology, Drama, English Literature, French, Geography, History, Liberal Studies in Science, Mathematics, Music, Physical Education and Religious Studies.

Bachelor of Education Degree (three years)

Bachelor of Education Degree with Honours (four years)

Postgraduate Certificate in Education (one year)

Subjects available: English, Mathematics, Sciences, French, History, Geography.

PART-TIME COURSES

Bachelor of Education Degree with Honours
Diplomas in:—

The Education of Children with Special Needs
Language and Reading Community Education
Mathematics Religious Studies Music

College Certificates in:—

French in the Middle Years
Mathematics in the Middle Years
Language and Reading

Application forms and further information are obtainable from:

The Registration Secretary,
Chester College,
Cheyney Road, Chester, CH1 4BJ.

WEST LONDON INSTITUTE
OF HIGHER EDUCATION

Incorporating Borough Road College
Morris Gray College: Chiswick Polytechnic

A UNIVERSITY DEGREE
BY PART-TIME STUDY

1. B.E.D. IN-SERVICE (2 years)
for qualified teachers with three years' experience.
2. B.A., B.Sc., B.HUMANITIES, B.E.D. (4 or more years)
for applicants with two (or three) 'A' levels or with a Certificate in Education since 1962.
All courses involve two evenings' attendance and can be preceded by a preparatory course/examination.
3. M.E.D. IN ENGLISH STUDIES (2 years)

Applications to Assistant Principal (Admissions T), W.L.I.E., Gordon House, 300 St. Margaret's Road, Twickenham, Middlesex TW1 1PT.

La Sainte Union College of Higher Education
SouthamptonCOURSES for
TEACHERS of SWIMMING

The following courses leading to ASA qualifications will be offered during Easter week 11-15 April, 1977.

- (i) Teacher's Swimming Certificate
- (ii) Preliminary Teacher's Certificate
- (iii) Tutor's Certificate

Course Director: Mr. Roy Cayless.
Tuition fee: £5.
Examination fee: £5.
Meals and accommodation available.

Further details and application forms from:
T. Randall (Ref. TES), P.E. Department, La Sainte Union College of Higher Education, The Avenue, Southampton SO8 5HA.

British Film Institute Conference
FILM, TELEVISION AND IMAGE
STUDIES IN EDUCATION

23rd MARCH, 1977

College of Education—Bognor Regis

For teachers in East Sussex, Hampshire and West Sussex Education Authorities.
Advisory Service, British Film Institute, 61 Dean Street, London, W1V 6AA.
Application forms from: Pat Vellon, In-Service Coordinator, The College of Education, Bognor Regis, Sussex, PO21 1HR. Tel: 02433 6581.

To all the arguments about housing and positive discrimination there is an underlying assumption: the education of blacks lags behind that of whites and must be improved. This is a truism for so long in America that people are apt not to see how much progress has been made in the past few years. Equality of opportunity has at last been firmly established in law, if not in fact. The struggle now is not for black access to education, but access to quality education.

The statistics look impressive: the proportion of college students who are black has doubled since 1964 (the year when the Civil Rights Act was passed) from 5 per cent to nearly 10 per cent. Black school-leavers now go on to post-secondary education at roughly the same rate as whites. Between 1970 and 1971 the enrolment of blacks in all public and private institutions grew by 56 per cent—from 522,000 to 814,000. Figures for all races in the same period showed a fall of only 19 per cent.

But these figures say nothing about quality. Blacks tend to be increasingly concentrated in the lowermost less selective institutions, without major graduate or research institutions. They are most likely to be found in community colleges, or in historically black four-year colleges.

At the top end of the scale the number of blacks going on to do research is still very small (and therefore no special government encouragement). Comparatively few black teachers are being taken on by universities; and neither end for more black pupils than any of school than whites.

Any discussion of quality in black education must begin at school level. It is here that the difference is most telling, and the quality of school education inevitably determines the numbers going on to the best universities in America.

Schools were the original battleground for civil rights: the landmark decision in 1954 by the Supreme Court making separate but equal systems for blacks and whites illegal was the bitterest ramification of the struggle against discrimination. With very few exceptions blacks attend public—that is, publicly controlled—schools. Increasingly they attend public schools in city centres, multi-racially concentrated. Three factors therefore have an immediate deprecating effect on the quality of black schools: the general situation of funds for inner urban public schools, the crowding off of white public schools in the suburbs, and the generally lower standard of city centres and the consequent vandalism and violence in the schools themselves.

The remedy in these three important problems is said to be housing: by moving blacks the opportunity is given to attend in better buildings and to give an atmosphere in the white suburbs and bringing in white children to give a racial mix and, presumably, an academic levelling in the inner city schools. But as a noted black columnist in the *Washington Post* said recently, advocates of housing have become preoccupied with the method—physical transportation—and just have lost sight of the aim and just of the quality of education.

The conclusion has falsely arisen in many people's minds that a concentration of blacks necessarily means the quality of education is poor. Historically this was certainly true, because in the southern states where there was a dual system of education less money was spent on schools for blacks, and opportunity.

Many education authorities are

Michael Binyon reports from the States on a shift of emphasis in education



Black schooling now it's quality that must count

ties for further education were deliberately restricted, where formerly predominantly black schools were improved and so many came to be voluntarily sent to better schools, thus achieving a radical change in the way of thinking.

The real revolution today, however, is not between race and the quality of education, but between a poor environment and academic achievement. Two examples illustrate this. Black pupils in the north have almost the highest black population of any major city in America, and yet its public schools are 97 per cent black. Yet in one area—known as the 'Gold Coast' because of the concentration of well-to-do blacks—there have been little black schools that were academically outstanding. They were strongly opposed to integration, as it meant, as it has the influx of poor, less motivated white children. The schools have since lost their reputation.

The other example is in Georgia where a long-established private educational black school, Kings Academy, has an enviable record of academic success. Boys do not draw on children from wealthy backgrounds, but it has a 70-year reputation for hard work and dedication. It is a school that sends its graduates to Harvard.

There are exceptions, however. On the whole, the generalisation—however objectionable—holds good that where there is a concentration of black pupils, the quality of education is low. Efforts at improvement have therefore concentrated on the inner city schools. The federal government has done much with a series of targeted programmes: aid for disadvantaged areas, programmes to encourage reading, opportunity grants for students, and so on.

Many education authorities are

others want to teach in big cities because of the breakdown of discipline. Another handicap to blacks in school is testing. Blacks do not do well on standardized tests. This, it is truly argued, is because the tests themselves are biased in favour of white middle-class values. Tests also take no account of the significant variations in the language as used by blacks.

Despite these handicaps at school blacks have been going on to college in increasing numbers. They have been helped by federal student loans and loans, and scholarships at private universities, which try to remove the biggest obstacle to higher black attendance: lack of money and social pressure, especially from families, to get a job as soon as leaving school. Colleges have also made special efforts to look out for potentially good students who had not thought of applying.

But the question is again one of quality. There are blacks at Harvard and Stanford who have performed well without academic concessions being made. But other universities have managed to raise the number of black students only by a system of compensatory education.

This has not always been successful, and has been attacked by some black intellectuals as misanthropic, encouraging blacks to apply to universities with a higher academic standard than they can cope with.

Compensatory education is expensive, and contributed to the high cost of the City University of New York, which has been forced to abandon it. It is also increasingly unpopular because the drop-out rate among those admitted under such a scheme remains depressingly high.

For blacks the search for quality in higher education presents a dilemma. One half of all progress awarded to blacks are from the 100 odd black colleges, which were the only institutions in the days of segregation blacks could attend.

Though never well-off, and with few outside support, they have done a remarkable job in educating blacks who have not had strong school backgrounds. They have survived in difficult times, have done much to foster black consciousness, and evoked strong support from the black community.

But their academic standards are not always high. And they are now in some difficulty over their rule. Should they remain predominantly black? How can they keep their teachers, the best of whom are being lured away by lucrative offers from more distinguished universities eager to raise their prestige by taking on black lecturers? If well qualified blacks took control of the black colleges? In any case their funds are shaky at a time of disintegration in all institutions of education.

Blacks are graduating from American universities in increasing numbers, and entering the professions. This is an important advance in itself, though there is still concern that they are seriously under-represented in law and medicine, occupations where they have been made that they are being discriminated against in law schools.

There are exceptions, however. On the whole, the generalisation—however objectionable—holds good that where there is a concentration of black pupils, the quality of education is low. Efforts at improvement have therefore concentrated on the inner city schools. The federal government has done much with a series of targeted programmes: aid for disadvantaged areas, programmes to encourage reading, opportunity grants for students, and so on.

Many education authorities are

India

States relinquish hold on education policy

from A. S. Abrahams

BOMBAY

The Constitution 44th Amendment Bill became law recently. One of its 59 provisions concerns the transfer of education from the State to the Concurrent List (TES, June 25, 1976). The Constitution sets out three lists of subjects. One, the Union List, is within the exclusive legislative jurisdiction of Parliament. The second, the State List, is the sole concern of the provincial legislatures. The third, the Concurrent List, is the joint responsibility of both Parliament and the provincial legislatures.

However, a law made by the latter concerning any subject in the Concurrent List will be inoperative if it is "repugnant to" any part of a law on the same subject made by Parliament. So now in education, as in other areas within the Concurrent List, Parliament, that is, Mrs. Gandhi's federal government, is supreme.

The significance of this change is not merely legal or narrowly academic. The panel appointed by the Congress Party to propose major amendments in the Constitution had originally suggested the transfer of both agriculture and education from the State to the Concurrent List. But when the party met a few months later to consider the panel's proposals, it was decided to let agriculture remain a State subject.

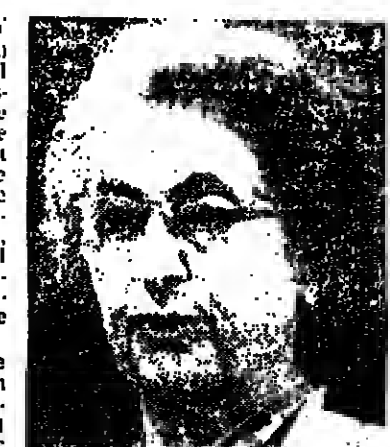
Agriculture, the primary occupation in the country, is too important—politically, financially, electorally—for the states to relinquish ultimate control over it to New Delhi. So has education been, even if never as much as agriculture. When a decade ago, the federal government tried to make education a Concurrent subject, every state but Punjab resisted what was regarded as a move to curtail regional powers.

In the present situation, however, which has seen the emergence and is witnessing the consolidation of a federal authority, the states have been with the prevailing wind. They have felt it necessary to give up some powers to be able to retain others.

What is the new scenario in education going to be like? State legislatures (particularly when they are dominated by the same party that dominates Parliament, which is the case at present) are not likely to try to delay New Delhi by passing laws which Parliament will render void by passing counter-laws.

What will probably happen is that the provincial governments will be inhibited about legislating on education in the old individualistic, idiosyncratic way and will more willingly comply with federal "requests" to pass only such laws as will help to form a nationally cohesive and relatively uniform educational pattern.

In fact, policy on specific issues may well be hammered out through discussion at the all-India level between the federal and provincial



Mrs. Gandhi: in control.

governments. The actual legislation may then be left to the latter in pass.

Another feature of the new dispensation is that existing national co-ordinating agencies like the Central Advisory Board of Education, the National Council of Educational Research and Training and the University Grants Commission will be able to wield much greater influence than in the past.

With education a concurrent subject, a kind of informal "coordination" will be applied by any central authority but built into the situation, will ensure that compliance with federal policies and plans will be smoother than hitherto. For example, the CABE—the principal federal forum for formulating national education policy, which includes representatives of various educational interests as well as the federal and provincial education ministers—were to try to make provincial governments spend much more money on school, particularly primary, education and less on secondary and higher education. Its persuasive powers would be reinforced by the knowledge that Parliament could legislate to make them conform if they refused to agree.

In the end, however, whoever has the right to make laws and which side, the federal or the provincial governments, has the last word, the educational system will not be more than marginally altered by constitutional amendments alone.

It is becoming more and more irrelevant and unproductive, it entails massive wastage and stagnation, its coverage is severely limited, the resources available to it are meagre and unevenly distributed, it hampers a blatantly unjust and exploitative society, it does not offer equal opportunity since access to it is still determined mainly by wealth and is controlled by thousands upon thousands of young people, the majority of whom unemployed, many of them without employable skills, their expectations raised only to be frustrated.

Netherlands

Day break for 'evening' classes

by Lynn George

AMSTERDAM
An extra subsidy of between 1m and 2m guilders (£200,000 to £400,000) is to be allocated to the fledgling schools which run full-time secondary school diploma courses for adults during the day.

This unexpected bonus follows a scathing report condemning the existing conditions under which this now sector of education is forced to operate. The report said that, despite a spectacular growth in these day schools, a dearth of funds meant waiting lists and possibly limited intake next year.

The first three pilot schools opened for 244 students in 1975. Now there are more than 40 and 6,000 students.

What gives this new type of second-chance education more than passing interest is that 95 per cent of its intake are women. The majority are aged between 30 and 40, which is up to 15 years older than the average student attending evening classes.

They study for one of three secondary school diplomas, and because of their limited educational background (a quarter only have junior school training), they need only half the subjects needed for a diploma at a time.

A major financial problem for the schools is that they fall under the same financial regulations as evening classes and the government is unable to subsidise their running costs. Until the increase, this worked out at just under £1 an hour, but this will now rise to about £1.25 an hour.

Students pay average fees of 500 guilders a year, and some schools rely on the goodwill of local councils and charities. Limited finances hamper the schools acquiring basic materials like chalk, dictionaries and small libraries. Students often have to make do with books written for 12 to 16-year-olds.

The report finds that many of the financial ills could be solved if the schools came under normal school financing regulations.

TRAVEL

FOR YOUR 1977 SCHOOL JOURNEY CONTACT



SCHOOL & GROUP TRAVEL SPECIALISTS
WHO AGAIN OFFER

GUARANTEED FIXED PRICES

On all tours featured in our 1977 brochure
NST guarantee positively no increase whatsoever on prices quoted in the brochure regardless of increases in cruise-channel rates, fuel, hotel rates or devaluation of the £.

UK AND CONTINENTAL TOURS

BY BRITISH 'SCHOOLCOACH'

(The coach joins you at school, remains with you throughout the tour, and includes a coach excursion programme at no extra cost. Choose your own programme of visits from our recommended selection.)

NST are featuring over 188 attractive centres, for your selection, both Continental and UK destinations. If you have not yet received a copy of our 1977 brochure, we will be pleased to forward a copy to you.

SPORTS TOURS

SOCCER RUGBY HOCKEY

arranged in

BELGIUM—FRANCE—GERMANY—HOLLAND—SWEDEN

WINTER 1977-78 SKI TOURS

BY BRITISH SCHOOL COACH

TO

AUSTRIA—FRANCE—ITALY—SWITZERLAND

with

GUARANTEED FIXED PRICES

Write for full details today to: NST, 100, BROADWAY, ROAD, BISHAM, BLACKPOOL, FY2 0BB (no stamp required). Telephone: 025 52325 (9 lines).

No one need be alone
on an HF Holiday

Maybe you're a natural loner. So, if you prefer the companionship of nature to that of man, HF provides the ideal base for your holiday and leaves the rest to you. But if you wish to be one of a friendly party, on HF Guest House Holiday you can enjoy congenial companionship, whether you are with your family or on your own, plus perfect facilities for a walking holiday with a wide variety of outdoor pursuits and an exciting programme of optional excursions. This year you can leave your pick of 36 HF Centres situated amidst some of the most beautiful scenery in the British Isles. Write today for HOLIDAYS THAT ARE DIFFERENT 77 which tells you all about HF Guest House Holidays, Special Activity Holidays, Young World Holidays for the 17-30s and Holidays Aboard.

HOLIDAY
FELLOWSHIP

(Dept. 19)
142 Great North Way,
London NW4 1EG
(01-203 3381)

LEARN TO
RIDE

In the
Mountains of Wales
CWMFFOREST
RIDING CENTRE

offers the BEST facilities
available for holiday courses

- * Specially developed Centre catering for school parties of up to 33 persons.
- * A week's comprehensive course of instruction and riding based on progressive riding of the Pony Training type.
- * Under school guidance benefit from the wisdom of Welsh weather.
- * The attractions of a traditional hill farm and its surroundings.
- * Gymkhana with rewards for winners.

VACANCIES STILL EXIST
FOR 1977 SEASON

Send for colour brochure from:
Cwmfforest Riding Centre,
Talgarth, Brecon, Powys.
Tel: Talgarth 338.

Carefree Holidays
in Brittany & Vendée

Take your own car to one of 7 beautiful coastal resorts where you will find everything you need for a carefree holiday. Large, pre-erected fully equipped holiday homes. No need to pay a penny more than the cost of your car. Representative at all.

Carefree Camping

(Dept. 17), 42 Brecon Road,
Talgarth, Brecon, Powys.
Tel: Talgarth 338.

Tell our readers
where to go!

You could be using this space to tell our readers (about 800,000 every week) about travel and holiday packages. Call our advertising department on 01-637 1234 and find out how cheaply you can reach our readers.

THE TIMES
Educational Supplement

20

Too little, too late

Just before the Geneva talks broke down, Adam Hopkins went to Rhodesia to look at the education of its African majority. His report highlights some surprising developments in a system still grossly impaired by racial discrimination

African education in Rhodesia does not conform to stereotypes. Through many parts of a system grossly marred by lack of money, there runs a genuine progressive spirit. An outsider does not know whether to be more struck by the shortage of secondary and vocational education or the excellence of the work in some of the schools and colleges.

But before looking at the paradoxes of African education it is necessary to take a deep breath and lodge three concepts firmly in the mind.

● The European school system and its administration are entirely separate from the African (though the technical colleges and university are multi-racial).

● Ten times as much is spent on a European as on an African child.

● Africans are scarcely represented in the present political set-up. Their educational system is imposed, not chosen.

These are the most obviously unjust aspects of education in Rhodesia, and they pervade almost any discussion of the issues. All are the product of racial discrimination. If, however, one could mentally conjure up a black Zimbabwe, it would be clear that many of the same conditions apply as in other developing countries. Leaving discrimination aside, the overwhelmingly important fact is the country's population growth—3.6 per cent a year, with the population doubling in 18 years.

At present the Smith Government spends about 2 per cent of its gross national product on African education—considerably less than the average education budget of 3.4 per cent in developing countries quoted in UNESCO figures for 1970. (The figures are not quite comparable, however, since African higher education comes under the budget for European education—they also exclude the Government's spending on the tiny minority of white children.)

At primary level the government undertakes to provide places for all those within reach of a school who turn up and pay the fees—about \$20 a year in primary day schools (\$=90p). But there are other costs such as uniforms and loss of the child's labour as a herdsman in cattle-rearing districts. Secondary education, which is mostly at boarding schools, costs about \$100 a year.

So far as anyone can tell, about 80 per cent of seven-year-olds enter in grade one. Half of this number has dropped out by grade seven (see table). The main reason is probably the cumulative effect of the fees on families with many children. Each year the primary system is growing by about 45,000 places, but this is not fast enough to keep pace with the growth in population. Every year, therefore, the number of children who do not go to school is growing.

The standard of education provided in the primaries is often excellent. One of the biggest problems, however, is that the Smith Government has been attempting to pass the administration of the schools to unwilling and inexperienced African rural councils. These have been

extremely slow in finding the money to pay for supplies. Last December, for example, more than half the African rural councils had been blacklisted by the Rhodesian Bankers' Association for failure to pay their bills. This will probably sort itself out in time; meanwhile the children will suffer from shortages of supplies.

The biggest problem of all, however, is that there are only enough places to school for 22 per cent of those who finish the primary obstacle race. This makes the latter years of primary education desperately competitive. Children who fail to make the grade are considered both by themselves and their parents to have "failed" their whole primary education. That they are not allowed to try again is a source of enormous bitterness. African parents hunger for secondary education for their children, and at the moment that appetite rages unsatisfied.

Eleven years ago, the Government announced what seemed an easily attainable target—some form of secondary education for 50 per cent of primary school leavers. Though the secondary system has expanded from 26,077 to 40,686 in the last six years, the percentage attending secondary school has not in fact increased—thanks to population growth.

To meet the 50 per cent target over the next 10 years would now cost \$850m—far beyond the resources of white

Rhodesia. To provide universal secondary education for all, at this moment and assuming no population growth, would require 400 new schools, each of 600 pupils, together with 12,000 trained teachers.

Add population growth to these bleak figures, and it begins to look as if neither a white Rhodesia nor a black Zimbabwe with international aid could ever meet the popular demand for universal secondary education. Given the limited employment opportunities in any developing country—whether ruled by white or black—this may to some extent be a blessing in disguise.

But it is not just scarcity of provision which is controversial. The nature of secondary education is also a matter of hot debate among Africans.

The education system in Rhodesia was devised by missionaries. The Government took over primary education from the missions as recently as 1972, and most secondary education is still run by the churches, though Government inspected and with salaries paid by the Government. (Much of the idealism of the churches still survives within the Department of African Education.)

At secondary level this education was—and remains—highly academic. Year after year Rhodesia's black students turn in outstanding results to the Cambridge GCE examinations.

But in 1966, announcing its 50 per cent

target for secondary education, the Government introduced a new type of school—the so-called P2. P2 schools will offer two year courses only, and to be more vocational than academic, concentrating on such subjects as culture, building and home economics.

Tanzania was adopting a more radical approach on somewhat the same basis to order to meet the needs of its agricultural population. But for a government to introduce low-level technical education instead of expanding academic schools appeared outrageous. Moreover, this development came at a time when the Rhodesian Government was systematically closing job opportunities for skilled labour. It seemed clear that the intention was to train Africans in agricultural and industrial work as a white oligarchy.

With continuing sanctions, however, this situation has changed dramatically. During the past five years of boom, sophistication and—now—white anger, Rhodesian industry has run out of white labour and started hiring again. There has been a remarkable publicized turn around in attitudes with more opportunities than ever for Africans.

Too little and too late, certainly—this change has been paralleled by extension of P2 courses from two to three years. The first four-year graduates

desks. She has written a series of letters in the hour, and invites the children to spell out words. Forty-two hands shoot forward, the children squirm with eagerness, snapping their fingers as they hurl their hands forward time after time. "H-O-U-S-E", spells out a child. "Good", says Mrs Sibanda, "very good. Let's all clap hands."

The class moves on to making sentences, using words written elsewhere on the board—stood, jumped, sat, saw, touched. First an individual performs and receives congratulations; next a group comes forward, and each child in turn makes a sentence. Then the whole class stands and do a set of make sentences. Now the children form pairs, face each other holding hands, and compose their sentences antiphonally; Mrs Sibanda turns to the slow learners.

"Tin foil in the kitchen", says one of the girls.

The teacher ranges about the room eliciting the plain prose meaning, swooping on the unwary. "George, are you concentrating? What does the poet mean by 'shad'?" There is only one exchange among the pupils, and so far as I can tell it is about the poem. She quells it instantly. "Gilbert, concentrate, can't you?"

She interprets the poem as a statement about nature's capacity to recover from pollution, thanks to the immanence of God. Then she encourages the students to express the view that resources are finite.

Or ordinary stories about birds and animals—as most of them are. These always come back to a moral which has a bearing on human relationships—social psychology, if you like.

Or group dynamics. That is a big thing now in American education. But in Africa people have always been looked at in terms of the group. If you say to somebody, "How are you?" they very rarely reply in the singular, whether in Shona or Ndebele. This is because the African is always part of a group. When I see you, I see that group you answer for it. We sit together, work together, sleep together. Learning in our homes is learning from each other, or with somebody else. The individualistic approach in

All the visual aids are hand-drawn, and are of shanty-board construction. Otherwise, there is little to distinguish this and any good classroom in Britain. It glows with children's drawings, cut-outs, flowers in jars, pictures with explanatory writing.

The atmosphere of enthusiasm for learning, together with the justifiable pride in the work of the children, seems to provide a justification for the commitment made by two British teachers, J. L. Lewis and A. Taylor, in 1974 report on African primary education in Rhodesia: "Without any question, performance and achievement of the pupils compares more than favourably with the best of their peers elsewhere. Equally impressive was the performance of the more able teachers."

Now, at Lobengula, it is the end of the school year, and, despite the

"All right", says the (African) teacher. "What can describe locomotion?"

Nobody seems to have any ordinary observation in scientific terms. But finally the teacher persuades one of the boys to have a try. "Get as far as you can, then somebody else will help you."

"We are off. The boys from the back row called to the front and invited to walk without bending their legs. They cannot. They show us, mild gees of laughter, that walking involves bending of the joints."

"Now then, now then, please don't exaggerate as much", the teacher says, provoking another burst of merriment.

From here we proceed by easy stages to aynovial joints, adaptation to absorb friction, fluid in the joints, cartilages and so on. It is all elicited by question and answer, full of intelligent safety, boys and girls playing an equal part. I have trouble not putting my head up to answer questions; and my mind goes back to Mrs Sibanda and the children of Lobengula Primary.

Message from the school's librarian: "Some teachers do not apply to education. We are desperately short of books. Have you any?"

They join in at certain points. The story-teller says, "The father had a son." "He had a son", the audience replies.

Then we use saag and dance to put across messages. I was doing the sea ports and capes of Africa with a geography class—so boring, I can tell you. But then we put them into song. We sang these ports and capes from Durban to Lagos. It was then, all the way round to Lagos, I still remember every one. Africans have great tricks for committing things to memory.

Africans have a strong appetite for education. Parents will play the last beat, spend their last penny to get the fees for their children. My mother used to



Four students of the Lutheran Mission School, Muzono, Rhodesia. Most of their fellow students have chosen to stay in Bulawayo following the mass movement across the border last month.

just emerged from school, and even at a time of economic downturn appear to be finding good jobs, at least in the cities.

What seemed at first a highly representative educational venture is turning out to have useful consequences. Visits to several P2 schools left me in no doubt that the new system is alive and well, and enjoying a good deal of parental support.

Meanwhile, in an extremely interesting development, P2s and the old academic schools are in some places being brought under a single roof. In the impressive

Malwaku Secondary School in Salisbury, experiments are even taking place into the introduction of a common curriculum for the first months of schooling.

Many of these developments—not to mention the rapid expansion of teacher training and the Africanization of the teacher force (now only 400 whites in a service of 22,000)—would under sane circumstances seem extremely healthy.

All are vitiated by the political situation. Though the university and the country's two technical colleges are now fully

multi-racial, students prefer to go abroad for higher education. Both for political reasons and because of shortage of sixth-form places, secondary pupils are pouring out of the country. Many of them have joined the guerrilla forces, and many teachers are in detention for urging them to do so.

Up to now it has seemed honourable and constructive for Africans to work as teachers of their own people. But not long ago a senior African education official was burnt to death by guerrillas.

Since 1970 African education has grown rapidly, with an average annual increase of 45,000 children at primary level, and about 2,500 at secondary. The size of sixth forms, starting from an extremely small base, has more than doubled. Two of the worst bottlenecks—between grades 5 and 8 at primary level, and between second and third year at secondary—have been widened considerably. But one fact persists: only a fifth of those who finished primary school in 1975 entered secondary school in 1976.

African education		European government schools	
Primary		Primary	
Grade 1	157,796	Infant year 1	5,228
Grade 2	145,870	Infant year 2	5,047
Grade 3	133,748	Standard 1	4,803
Grade 4	118,362	Standard 2	4,838
Grade 5	108,018	Standard 3	4,830
Grade 6	87,080	Standard 4	4,924
Grade 7	78,338	Standard 5	4,886
Secondary		Secondary	
Year 1	13,168	Year 1	5,131
Year 2	11,880	Year 2	5,126
Year 3	8,179	Year 3	5,194
Year 4	6,618	Year 4	4,748
Year 5	479	Form M6	1,929
Year 6	349	Form L6	845
		Form U6	605

African education: (From Division of African Education Statistics 1976—To be published next month in the Annual Report of the Secretary for African Education.) European Government schools: (From Report on Education 1976—About 600 children a year also enter independent schools.)

Now, with the mass movement of children across the Botswana border, it is safe to assume that the schools themselves are under attack because of their connection with the Smith Government. Even the churches, which have played a great part in raising the level of African education, appear to have become guerrilla targets.

Adam Hopkins is education correspondent of The Sunday Times.

is no incentive for the children to learn more. In the old days, if the teacher finished the syllabus, he sat back and thought his work was finished.

Competition, however, darkens the latter years of elementary schooling. In order to get a secondary place of any kind, children must make their way into the top 22 per cent. With the lack of parents, schools pile on the pressure in a way which denies much of the good work done in earlier years. Despite recent attempts by the Department of African Education to introduce a greater element of objective testing—for which no preparation is useful—frantic cramming still goes on.

"We all become exam conscious", one seventh-grade teacher told me; "In the last two years of elementary school, children seem to be scared of exams."

attacks by terrorists and attempts to recruit our pupils while still at school—an absolute curse as far as I am concerned.

"I resent it if there is a place far from here in higher education and they are taken away for studies overseas. I have no objection to the boys who are not good enough for our system going abroad. The more people who are trained at another government's expense the better for an underdeveloped country. The trouble is, it ends in a brain drain. A lot of them want to settle in Britain. They should be here doing a job of work."

humanity as one and indivisible. Segregation in education is wrong and has to go. The positive reason is that we want people to relate and live together. Because of the African thirst for education it would be wrong to assume that when Africans take over the system will go flop.

Then there is the problem of secondary school places. In any system there are more people in elementary than in secondary school, but where this bottleneck is almost by design as it is now, you end up with many frustrated young people. From a religious point of view, that's a sin; from a social point of view, it's a waste. It is also a volcano.

We should try to provide elementary

education for all. Then we should try to provide as many secondary places as are wanted. This could mean universal entrance after O level as in many African countries, allowing the non-university pupils to stay on longer at school. There should also be other channels—vocational and technical schools to help with home and national industry. We also badly need schools of agriculture.

But the level of education should be commensurate with the real needs of society. I hope we have enough integrity among African leaders to see that provision will be good enough to meet the demands of our society, and put us adequately on the world arena without at the same time creating imaginary needs.

24 Books/Literature

From the refiner's fire

Kitty Mrosovsky on Henry James in facsimile

Henry James: 'The American'; the version of 1877, revised in facsimile and typeset for the New York Edition of 1907, with an introduction by Rodney G. Denia. Scolar Press, £25.00.

To suffer from "excessive swelling at the centre" from "severe sag of the edges" from brittleness and acidity, sounds like a familiar condition. But what a stroke of fortune to be suddenly rejuvenated, floes-jointed, vellum-tipped! Such has been the cure wrought on the manuscript of Henry James's revision of *The American* for the New York Edition. And now that all the beggy and script-laden balloons, tethered by the master to his earlier text, are moreover he studied in a solid facsimile edition, Rodney G. Denia of the Houghton Library can heave a preliminary sigh of relief on behalf of the treasured original.

The American of 1877 was James's second published novel. Its candid hero is brutally discarded by the upper crust family of the woman he loves, and the story then comes intensely to rest in his disinclination to revenge himself, by means of a damning document, on the next generation. But in the revised edition, James was, however, in no mood to let anything alone. Rethinking, refining, above all re-

styling his delicate equilibria of motives and manners, he bequeathed to critics an inexhaustible treasure. And, not surprisingly, there are still further variants between the manuscript revision and the final text.

All the same, what with some of the deletions being so heavy that the early text cannot be made out, and what with the whole revision looking more like a mammoth brood of afterthoughts than a story, I suspect that the average person, the do-it-yourself Jamesian, will find it a lot more rewarding to juxtapose the stream of early and late James by consulting two discrete texts in a good library. Faced with the 1877 and the 1907 versions, a conscientious eye can pick out both the constant glimmer of contrasts and the flashes of real reformulation. Two quick examples of the latter: the hero's sense of his desolated stance outside the Carmelite convent of his lost love alters from "gretulous cheerfulness" to "a sacrifice as eerie as her own"; and the evaporation of his vindictiveness is at last creatively ascribed to "mere human weakness of will", rather than to the earlier "unregenerate good nature".

Most of us can make some headway in the Jamesian labyrinth of wide reading, deep thought, and thorough knowledge of the world allied to a philosophical temperament unsoiled by experience. A quotation from *London Bridge* puts their so-called "felicity" in perspective: "the whole affair is an instructive specimen of the way in which public business is done, and public money expended. Evidence is collected, and conclusions drawn in the teeth of it. Plans are collected, and it has been predetermined, whose plan shall be adopted. Tenders are called for, and the contractors have been already chosen. Estimates are prepared, and the expenses doubled, tripled, quadrupled in the progress of the work. . . . Successively . . . Responsibility in this, as in all cases, like a shelling stream descending from a lofty mountain, bounds with decreasing force from ledge to ledge, and is lost in vapour before it reaches the bottom. It is this 'flowing' the ground of falsehood . . . to leave room for the introduction of truth" that gave Peacock his abiding interest and relevance. But on this the case is depressingly and conventionally silent. It is not a stimulating introduction.

Pierre Watter

Cant and countercant

T. L. Peacock: *The Satirical Novels*. Edited by Lewis Gage. Macmillan (Casebook series) £4.95. 18110 6. £2.25, 333 14411 4.

That any of Peacock's novels be called "satirical" is a contradiction in judgment: the bitterness, intolerance, humourlessness of satire are wholly lacking. Peacock is a comic writer in a tradition (if one except Sterne) more French than English. The object of comedy (as he wrote) is to show up absurdity by means of its own pretentiousness. Comedy is serious for all its cap-and-bells drollery. This seriousness dandled, (as by Priestley) the substance of Peacock is altogether lost.

To read this critical compilation is irrefragably to be reminded of Sterne's remark that "of all the cantos in this canting world . . . the cant of criticism is the most tormenting". To the vulgar prose-temperament and reactionary counterpart (both present in these extracts) all is plain: the future (or past) is the good; the past (or future) the bad—and criticism accordant. But Peacock's standpoint is not merely that progress and regress historically go hand in hand; that in every real advance something valuable is lost; it is, more subtly, critical of much that passed for progress and regress, an attitude as salutary as

rare, and much needed today. Peacock's novels are the product of wide reading, deep thought, and thorough knowledge of the world allied to a philosophical temperament unsoiled by experience. A quotation from *London Bridge* puts their so-called "felicity" in perspective: "the whole affair is an instructive specimen of the way in which public business is done, and public money expended. Evidence is collected, and conclusions drawn in the teeth of it. Plans are collected, and it has been predetermined, whose plan shall be adopted. Tenders are called for, and the contractors have been already chosen. Estimates are prepared, and the expenses doubled, tripled, quadrupled in the progress of the work. . . . Successively . . . Responsibility in this, as in all cases, like a shelling stream descending from a lofty mountain, bounds with decreasing force from ledge to ledge, and is lost in vapour before it reaches the bottom. It is this 'flowing' the ground of falsehood . . . to leave room for the introduction of truth" that gave Peacock his abiding interest and relevance. But on this the case is depressingly and conventionally silent. It is not a stimulating introduction.

Pierre Watter

Tea in Cambridge

Edward Neill on Leavis

Leavis. By Ronald Hayman. Heinemann Educational Books. £4.95. 435 18452 0.

This is a scissors-and-paste job pretending to be a biography. The intellectual history of Leavis (consultable in his eminently available books) is attended by a penumbra of gossip dense enough to dilute what Auberon Waugh might call the *New Review* class of person. And who better to combine the two than Mr Hayman, certainly a deb head at copying out with some show of accuracy what others have written? (Though sometimes not even the show seems always to be sustained. For example, who committed the towering literal error in the transcription of the T. S. Eliot letter to Leavis confessing to finding Pound's Cantos boring, with a few exceptions, including the lines about "the Negro who knocked him up a table when he was in the cafe"? It was a cage, not a café.)

Still, it is interesting to know that Dr Leavis could swim 50 yards under water, that on cold days he would skate to Grantchester, that he was taught German by an Alsatian, that his performance on the rugby field drew more admiration from his school magazine than his performance in the leading role of a production of the second act of *Macbeth*, that (later) Queenie Leavis's afternoon teasakes and comes on the Friday at Home (where potential Scrutineers consulted and Wittenstein was a guest) left nothing to be desired. I might have thought momentarily that I was going to learn what Wittenstein thought of the scores, but

I had read it all already in Leavis's very moving and very funny *Memories of Wittenstein* in *The Times* World, now defunct. Finally to the point, that it was his elder contemporary of the Perses, Dr E. M. W. Tillyard, who so adeptly kept him out of regular employment.

It was clear that it was determined that Leavis should not stay at Cambridge, and he was seriously advised to take up a post in Texas. We hear of him facing time teaching only on Wednesday afternoons in a disused army hut with a tin roof (Girton).

Points emerge that insist on a direction, but the road just is not taken; for example, there is something Blake-like in the collection of aggression and non-aggression to him. He once told Geoffrey Strickland, "I can be very useful in a rough-house", and complained of D. W. Harding that "he didn't understand the value of aggression". But Leavis, preoccupied from the school room into the most appalling of all years, served as a stretcher-bearer only. Yet we learn nothing of Leavis's wartime experience, except that it must all have been very terrible, really—though we do hear a good deal of the ensuing post-war insomnia. Again, of his marriage, their relationship had become symbiotic, and there you are.

It reminds me of nothing more than the treatment by J. S. Mill in his *Autobiography* of the lady who, after 20 years' friendship consented to become his lady wife just that, more or less. Elsewhere Mill's emotional needs are fully met by Wordsworth's poetry. This biography is like that in being adequate only to a kind of disembodied intelligence; but what is nobly resilient in Mill is probably just ignorance in Hayman.

A notable example of a opportunity is that wonderfully fortuitously titled PhD thesis in 1924 on the relationship of Leavis to literature (the title is *Journalism in the seventeenth century and its "civilized"*), which has already been provided as a separate volume.

This, then, is a deeply and handily purrable to the hand of sycophancy, yet on the other hand it encourages the add point both ways. For the reader it might well be that the more he reads the more he is lulled into a false sense of security. These things have served a purpose, let them be. The right reader, one who feels the necessity of a reminder might have to find things out for himself.

We cannot always be scrupulous around with it. It is a good thing to be appraised (judging? Our critic do that for us). (Leavis's letter is another matter.) And what is the aim, the method may still be a bit of a puzzle. For example, it is a pity that the book is so full of errors, and that the many errors are so obvious. The new Penguin Wordsworth is indispensable. And his space allowed a full dress variorum, it would supersede the standard edition.

As it is, Professor Hayman follows the 1850 text of the poem through, and only a few rejected passages or early versions are quoted, while excerpts from the notes that Wordsworth dictated to Miss Fanny are confined strictly to instances.

David Wright on Wordsworth

William Wordsworth. *The Poems*. Volumes 1 and 11. Edited by John O. Hayden. Penguin £3.75 each. 14 042 211 0 and 212 5.

Penguin Books and Professor Hayden have performed a public service in bringing out this massive two-volume paperback edition of all Wordsworth's poetry excepting *The Prelude*, which has already been provided as a separate volume.

More than half a dozen new Wordsworth poems, and fragments are printed for the first time, besides the many published since the appearance of the OUP standard edition. Three of the crucial prefaces, the 1802 *Preface to Lyrical Ballads*, the 1815 and the 1850 *Preface to the Poems*, as well as the original 1793 version of *Descriptive Sketches*, there are more than 200 pages of these a table of dates and a useful bibliography.

In general, the editor has merely followed Wordsworth's punctuation alone, as being a guide for the ear rather than a signpost for the eye. Instead of modernizing it like Ernest de Selincourt in his five-volume OUP edition. As Professor Hayden has put it, "over 80 substantive errors" and the many errors are so obvious. The new Penguin Wordsworth is indispensable. And his space allowed a full dress variorum, it would supersede the standard edition.

As it is, Professor Hayman follows the 1850 text of the poem through, and only a few rejected passages or early versions are quoted, while excerpts from the notes that Wordsworth dictated to Miss Fanny are confined strictly to instances.

Thus we miss a few splendid

Paperbacks

Recollected in tranquillity

David Wright on Wordsworth

William Wordsworth. *The Poems*. Volumes 1 and 11. Edited by John O. Hayden. Penguin £3.75 each. 14 042 211 0 and 212 5.

Penguin Books and Professor Hayden have performed a public service in bringing out this massive two-volume paperback edition of all Wordsworth's poetry excepting *The Prelude*, which has already been provided as a separate volume.

More than half a dozen new Wordsworth poems, and fragments are printed for the first time, besides the many published since the appearance of the OUP standard edition. Three of the crucial prefaces, the 1802 *Preface to Lyrical Ballads*, the 1815 and the 1850 *Preface to the Poems*, as well as the original 1793 version of *Descriptive Sketches*, there are more than 200 pages of these a table of dates and a useful bibliography.

In general, the editor has merely followed Wordsworth's punctuation alone, as being a guide for the ear rather than a signpost for the eye. Instead of modernizing it like Ernest de Selincourt in his five-volume OUP edition. As Professor Hayden has put it, "over 80 substantive errors" and the many errors are so obvious. The new Penguin Wordsworth is indispensable. And his space allowed a full dress variorum, it would supersede the standard edition.

As it is, Professor Hayman follows the 1850 text of the poem through, and only a few rejected passages or early versions are quoted, while excerpts from the notes that Wordsworth dictated to Miss Fanny are confined strictly to instances.

Thus we miss a few splendid

The poetry in the pity

Jennifer Breen

The First World War in Fiction: A Collection of Critical Essays. Edited by Holger Klein. Macmillan £8.95. 333 13821 3.

In *The First World War in Fiction* a number of critics have contributed essays about some of the major works of fiction that British, French, German, Italian, Czechoslovakian and American authors wrote about the 1914-18 holocaust.

The editor, Holger Klein, states that he intended to commission "a collection with a comparative impulse behind it." Although several critics have comprehensively compared two authors' works from the same language (as in Malcolm Bradbury's *Anglo-American study of works by Ford Madox Ford and John Dos Passos*) only two critics—Klein himself and J. P. Stern—make comparative assessments of work of fiction from more than one language. Holger Klein, in his penetrating essay on those war novels by Gabriel-Tristan Fraconci, Ernst Wlocher, and Henry Williamson, demonstrates, among other things, how each of these individualistic French, German and English authors (who rose from the ranks to become subalterns) attempts a similar theme—"a universal image of the common soldier (as everyone) in the First World War."

J. P. Stern's piece is perhaps a model of its kind: he places Ernst Jünger in his historical context, analyses Jünger's literary strength and weaknesses, and then compares this author with non-German writers of war literature, for example, Frederic Manning, as well as with

other authors such as George Orwell and André Malraux. In this way Stern illuminates one of Jünger's dominant themes—death in war—in relation to other major works about creation and destruction in the twentieth century. He thus shows how literature, and not only war literature, but any literature that encompasses the subject of death "requires the services of a man . . . [who] will bring out the force and majesty of death by showing us abundantly as can be what it is that we shall soon be leaving."

Other essays in this volume are straightforward critical introductions, often to neglected works such as R. H. Mottram's *The Spanish Farm Trilogy* (1937), which Michael Gurney discusses and compares with Ernest Hemingway's *A Farewell to Arms* (1929). Jonathan King uses Barry Reveson's *Henri Barbusse's Le Feu* (1916) in the context of French realism, and C. N. Smith makes a fresh critical appraisal of Frederic Manning's *Her Privates We* (1930). Among other informative essays, Brian A. Rowley defends the literary qualities of Erich Maria Remarque's *Im Westen nichts Neues* (1928), a best-seller which has often been regarded as sensational and journalistic. Incidentally, this collection reflects some haste in publication: there are a number of misprints, as well as this misstatement: "In *Paraphrase* (1929) and *Goodbye to All That* (which was published long after the close of the Second World War.)"

The task of explicitly comparing these international works of war fiction requires the critic to possess a command of several different languages. We shall have to wait, as Holger Klein writes, "until" enough work "has been done before a large comparative survey of all the major Great War literature is possible. In the meantime, Klein's implicitly comparative juxtaposition of essays in this volume is a stimulating beginning."

25 Books/Literature

Typhoon in a teacup?

Graham Hubbard on Conrad

Joseph Conrad: *A Commemorative*. Edited by Norman Sherry. Macmillan £7.95. 333 19109 9. Joseph Conrad: *The Way of Disillusion*. By H. M. Daleski. Faber £5.95. 571 10816 4.

One tradition in nineteenth and twentieth-century fiction—it might be loosely termed "aesthetic naturalism"—stems from Flaubert and includes Maupassant, Conrad, Ford Madox Ford, Joyce, Faulkner, Hemingway, Greene and Malcolm Lowry. The major figure of this "school" would seem to be Flaubert and Joyce in his naturalistic mode, yet, in much contemporary criticism, Conrad has been regarded as their equal.

An example of this tendency is provided by the collection of original essays edited by Norman Sherry. This expensive book arises from papers read at the International conference held at Canterbury in 1974 to commemorate the fiftieth anniversary of Conrad's death, and includes discussion of such topics as Conrad's authorial voice, his impressionism and symbolism, his relation to the thought of Nietzsche and Rousseau, and the problems involved in editing his work. There are also comparisons of his work with that of both Ford and Lowry as well as some biographical material concerning such matters as his working relationship with his literary agent, James Brand, and his Polish and Russian background.

The general standard of the essays is high, and they are, on the whole, free of those features which so often vitiate modern literary criticism: there is little empty theorizing about the nature of fiction and little of Conrad's imitations, acknowledging that the novelist "produced no single unquestionable masterpiece".

think, a lack of scepticism about the size of Conrad's achievement. Conrad, after all, was a writer whose mastery of ironic precision often lapsed into a magnificent vagueness, who was responsible not only for tedious fiction but also excipit melodrama, and whose work was concerned with extreme situations in far-away places rather than (as with Flaubert and Joyce) with the texture of everyday living.

His technical innovations, though certainly significant, can be overestimated. For example, I suggested by Ivar Vidan in his essay "Ford's Interpretation of Conrad's Technique" that Conrad's fiction was a considerable technical advance on Flaubert's and that Joyce carried out in Flaubert? Only the perspective of the narrator-figure Marlow, and the time shifts; and Marlow is no gain.

Whereas Sherry's collection is strictly for the specialist and devotee, H. M. Daleski's book should prove valuable to a wider audience, since it contains a clear and consecutive account of Conrad's major fiction from *The Nigger of the 'Narcissus'* to *Under Western Eyes*. Daleski's thesis is that Conrad's central theme is the question of self-possession, and that his art moves towards the realization that true self-possession is based on a capacity for abandon. As one might expect, the book is symmetrical in a view to fit all the facts; and sometimes the facts have to be made to fit it.

Nevertheless, Daleski has kept his nose close to the text and raises many interesting points. He also seems aware, at least to some extent, of Conrad's imitations, acknowledging that the novelist "produced no single unquestionable masterpiece".

OXFORD educational



Science is about Everything Everywhere

A modern course in integrated science for 11-14 year olds
Bill Buckle, Robin Sinton and Les Young

Too many science books are used only for reference—useful for looking things up but little more. These books are written in simple language for children to read, use constantly, and above all enjoy.

The books are divided into six-page units. Three pages of structured activities help pupils to discover and explore the principles and facts. On the fourth page this factual content is summarized. The last two pages of each unit contain background information and stories which will humanize science and show its relevance to life.

Pupils' Book 1 192 pages, illustrated £1.95
Pupils' Book 2 192 pages, illustrated about £1.95 Due Autumn 1977
Teacher's Book 192 pages about £2.50 Due Autumn 1977

Core Chemistry

John Reid, Dennis Garvie and Anne Robertson
In a single volume, the 'core' of chemistry needed for O Level and O Grade

An exhaustive and comprehensive textbook that breaks much new ground both in content and presentation, and it will be welcomed in Chemistry Departments for these reasons, as well as for the proper emphasis it places on the integration of factual chemistry and discovery methods of learning coupled with these new approaches to the presentation of chemistry concepts. *Scottish Educational Journal*

204 pages. £2.50

Send for inspection copies now

Oxford University Press
Educational Division
Walton Street
Oxford OX2 6DP

prospects

quarterly review of education

One of the few truly international journals covering all aspects of education, with special stress on innovation and renewal. Each issue contains a thematic dossier and a selection of articles of opinion and controversy designed to stimulate discussion within the education community.

Read by administrators, planners, teachers and students preparing careers in education.
Annual subscription: £4.80

unesco Distributor in the United Kingdom
Her Majesty's Stationery Office

Poet, public and private

Poems of C. Day Lewis. Chosen and introduced by Jan Fawcett. Cape and Hogarth Press £6.50. 224 01294 4 and 7013 427 5.

C. Day Lewis is the most puzzling of the poets of the thirties. Like Auden, MacNeice, and Spender he was politically committed, and he shared their view that poetry should be of public concern. Yet he was to add his life a conscientious poet, a writer of "drab" occasional pieces for the establishment, and expressing his true poetic strength

in lyrics which arose out of his personal life and affections. Jan Fawcett has made a rigorous selection from the enormous quantity of verse that he left; in a most helpful introduction she puts forward the reasons for his choices. He has taken the poems in chronological order, from each stage of his poetic activity, and successively represented every facet of his remarkable and uneven talent. The book's one fault is the lack of an index of titles. An index of first lines is supplied, but this prevents a greater familiarity with the work of this poet than most readers possess.

Shirley Tipland

Russian Writing Today

Edited by Robin Milner-Gulland and Martin Dewhurst. Includes works by Yevgeny Zamyatin, Boris Pasternak, and others. Penguin £1.25.

Now available from your local bookseller

26 Books/Modern Languages/English Literature

Germany: past and present

Gertrud Seidmann on giving students an historical perspective

Zeitgeschichte, 1900-1970 in Deutschsprachiger Literatur, Edited by H. Adams and J. Kirchhoff. Harrap £3.25, 245 52327 8.

This book is the result of several years of pondering on the shortcomings of extracts to a university German department, as far as an understanding of twentieth century Germany was concerned. The authors saw the solution in a *Lehrbuch*: a collection of literary extracts which would illuminate contemporary affairs through the eyes of imaginative writers. Dividing the first 70 years of this century into seven sections, they have chosen extracts from novels, stories, poems, memoirs and propaganda writings—and here one's first doubts arise.

The first extract comes from Lily Braun's *Memorien einer Sozialistin*, the next two from J. R. Baecher's

Abschied und Ludwig Renn's Familienzerstörung. The last pages of the book will reveal pointed biographies—*Kindheit gegen den Nazismus*—including the post-war period. The residence of the two latter. What the inquiring reader is not told is either whether the source is a work of fiction or of autobiography, or its date. These omissions are understandable. The authors have a point when they regard the frightening lack of historical perspective in the young—and not only in respect of the German past and present—to whom history is only one of many options at school. It will not be assisted by an insidious middle-class fiction.

The editors themselves do their best to summarise each of the periods in thumbnail sketches before letting the writers speak for themselves and their generation. Those chosen are on the whole competent and understandable when one considers the political views of those writers, from West and East, and command the widest respect of thoughtful readers today: on the other hand, the almost exclusive representation of left-wing writers, piling Teichmüller on Heinrich Mann and Ernst Toller on Bertolt Brecht, with its own sprinklings from that splendid old Socialist, Hans Werner Richter, to comment on earlier times, leading up to a present of Enzensberger, Herrmann, Kasper and Günther Wehrhahn, is rather limiting.

The Weimar period was not only the period of political and economic tension and distress leading up to the rise of Hitler, but also an age of unprecedented flowering of the arts and letters. In the 1920s, Austria, mailed in its imperial decrees by Robert Musil's *Kakania*, then sinks from view. Teachers introducing this reader to their sixth forms will need to do some searching for sources and add their own editorial comment. There are monologues, explanations and notes on points of linguistic difficulty.

storm; and these are printed with their French renderings. Thus for the top five of "3,000 adjectives": 3,500 nouns; 2,000 verbs; 1,000 adverbs; and 500 other parts of speech. Words such as "good", "bad", "to get", "to give", "to think", and "to set" are treated in greater detail. For his second aim Mr Brueckner enlisted the collaboration of native teachers and the Head of International Service at UNO, who also wrote the preface.

With the grammatical remarks and the Master Index, these "contextual illustrations" fill up a massive volume of 613 close-packed pages, not all of which are without elementary blemishes, such as: *son "passage" familière; Un prime verbe d'aucoino; Du bien il s'en va ou bien c'est moi. Moreover repeating "passion" five times for "An AVID reader, fat, player, sportsman, climber, is not only wonderful but also overlooks the other meaning of the key word. The publishers are probably over-optimistic if they hope to sell many copies of this "Contextary", especially at its exorbitant price.*

Children's literature

Santus ex machina

Mary Hoffman

The Wind Eye, By Robert Westall. Macmillan, £2.95, 333 21187 1. *The Wind Eye*, By Robert Westall. Macmillan £2.95, 333 21187 1.

Unlike his Cornelia metal-whining *The Machine Gunners*, Robert Westall's second novel begins very much in the present day, with a boy on the motorway. But the presence of St. Cuthbert's, the story like the motorway, is a time machine. The standards are a merger of two single-parent families, glamorous and conventional Madeline with her teenage son and academic unimpaired. The story is excitingly told, with a picture with some sickeningly convincing Vikings, but the jokes and the writing itself are strained. There ought to be a mention of recent events in children's books and the vagaries of the physics of such sentences as "the sun light just withered and withered, like an old painting".

So Cuddy, as the locals call him, has reason enough to be angry with the family at Monk's Leigh, an old Northumbrian farmhouse, but it is

not clear until the end whether his interest in them is unending or benevolent. The older daughter is a Christian and is afraid of the saint, but Sally, the younger one, with a mutilated hand, embarks about a once old man in a dressing gown that only she can see.

This equivocal *Santus ex Machina* is linked to the twentieth century by an ancient coracle which acts as a time machine. Whenever the children take it out, a mix falls and they sail to the island of Inner Farlie as it was in the eighth century. The climax of the story is excitingly told, with a picture with some sickeningly convincing Vikings, but the jokes and the writing itself are strained. There ought to be a mention of recent events in children's books and the vagaries of the physics of such sentences as "the sun light just withered and withered, like an old painting".

The harsh and opening section of *The Winter Players* do seem justified

to the rest of it. The young elated princess performing hereditary duties over three unexplained years sounds like an overworked fairy.

Once an attractive three-year-old stranger arrives to steal one of the relics, the comparison with *Ukulele* and *Chin's Tomb* of *Atan* is immediately inevitable.

But halfway through the book of the third by the priestess the diaphanous shape of the novel begins to reveal itself. These players are not actors—and the rules of the game are discovered during play. The third and last player is suitably sinister, but the rest of the book is a hidden summer of verisimilitude.

It is there, the girl who sews the pattern and will for her self the strength to break it. Considering the power of the central idea (which is too complicated to give away) the writing is remarkably unpretentious, and the language is satisfying and in which to cover and admire.

If the relevant texts were part of your syllabus, imagine how useful it would be to have on tape, say, excerpts from Webster's *The White Devil* to illustrate the play's potential both to fascinate and to horrify; or how imaginatively dramatic could provide a critical introduction to Eliot's *The Waste Land*; or how an audio equivalent of a glossy guide to Mexico could paint scenery for those about to study one of Huxley's novels.

But if you were teaching one of these texts, would you be attracted to cassette recordings of university and college lecturers discussing critical points raised by the poem; or novel in question? In the classroom, a disembodied voice can easily become too much, and it is an additional hurdle on the course towards literary appreciation.

However, despite such reservations, the new series of discussion tapes produced by Audio-Learning is distinctly above average for its genre, and is worth considering for school and college use.

Professor Barbara Hardy's and Mr. C. G. Martin's discussion of *For From the Madding Crowd* is a genuine and interesting information about the novel in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

These books are beautifully practical. The words used in French that anyone might need in French are carefully selected and are not too many but they are carefully chosen to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

English scenery

NICCI CROWTHER reviews slides of engravings

Town and Country in the Mid-Seventeenth Century: Wenceslaus Hollar
Manners and Morals in the Early Eighteenth Century: William Hogarth

London in the Mid-Nineteenth Century: Thomas Rowlandson
Social Contrast in the Second Half of the Nineteenth Century: Gustave Doré

Audio-Visual Productions, 15 Temple Sheen Road, London SW14. £4.80 for each set of 24 slides.

Each title consists of 24 slides showing black and white engravings or etchings of aspects of British life through the eyes of a contemporary artist. Not only are the individual engravings superb, but the book and Doré—brilliant in the technical and imaginative sense, but their work is a valuable source of information on the attitudes, daily life, appearance and architecture of their periods. Hogarth and Doré are also social commentators.

The earliest of the four artists is Wenceslaus Hollar who worked in the middle of the seventeenth century; he was Charles II's official "scenographer". This set of slides divides into two parts. The first ten scenes, from Hollar's illustrations to the book *Survey of Wages of Learning, Hunting and Fishing according to the English Manner*, show what seems to be a very romanticised view of the English countryside, with well-dressed young gentlemen pursued by the hunt.

The next ten scenes, from *The Sleeping Congregation* of 1736, all Hogarth's engravings are rich in humour, detail and incident.

Often the background events depicted on what is happening in the foreground. One of the "Rake's Progress" slides shows the young rake being married to a rich and heavily-maiden woman. Beside them, dogs are mating; behind them, women are tearing each other's hair out.

Thomas Rowlandson's "Original views of London" not only offer a fascinating glimpse into urban life in the mid-eighteenth century, but

also show an extraordinary artistic talent in his choice of detail, clarity of line and a command of light and shade which is more often suggested by watercolours or pen and ink than by engraving.

The first slide is the frontispiece of the book and shows three boys lounging in the sun outside Temple Church. The title has been scrawled across the wall above them as if by one of the boys, who still has a piece of chalk in his hand. The illustrations are mainly topographical and show buildings and views of London, but each is filled with lively detail.

In Boy's work there is a contrast between the leisured life of the wealthy and the vitality of the working people who formed the mass of the population. This contrast concerned Gustave Doré even more, but his work was intended not only as a document of the daily life of all classes. He also saw a need to open the eyes of those who saw London only as the "mighty capital" of the British Empire to the poverty and misery that accompanied the splendour and riches of the fortunate few.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

27 Resources



New Palace Yard with Westminster Hall, by Wenceslaus Hollar.

also show an extraordinary artistic talent in his choice of detail, clarity of line and a command of light and shade which is more often suggested by watercolours or pen and ink than by engraving.

The first slide is the frontispiece of the book and shows three boys lounging in the sun outside Temple Church. The title has been scrawled across the wall above them as if by one of the boys, who still has a piece of chalk in his hand. The illustrations are mainly topographical and show buildings and views of London, but each is filled with lively detail.

In Boy's work there is a contrast between the leisured life of the wealthy and the vitality of the working people who formed the mass of the population. This contrast concerned Gustave Doré even more, but his work was intended not only as a document of the daily life of all classes. He also saw a need to open the eyes of those who saw London only as the "mighty capital" of the British Empire to the poverty and misery that accompanied the splendour and riches of the fortunate few.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows. Boy's view of Westminster Bridge from Waterloo, however, hardly recognisable for the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thus we see despairing women in Handsworth and Whitechapel surrounded by children in rags. Ruins of ruined men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of slum-dwellers, fish porters and warehousemen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid legions of the distressed labouring for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately in very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor in social evils.

Rank Aldis

audiovisual equipment

rugged · reliable · economical

Experiments in imagery

ROS HAWKINS reports on the 'Education in Photography' conference

Is photography a science or an art, and is technical competence or creativity the most important quality of the young photographer? This was the main point at issue throughout 'Education in Photography', a conference held at the Royal Photographic Society's headquarters in London in early February.

This was the first event organized by the education group of the RPS and the controversy was probably the result of the diversity of interests of both the speakers and the audience.

Tony Frencombe, of Stantonbury School, Milton Keynes, believes in both theory and creativity. His chief interest is tape-slide and he showed fine examples of programmes made by his pupils. One cannot, he said, define the uses of tape recorders and cameras in school because they are used in so many different ways. He believes in letting children use the equipment and do all their own processing, including colour transparencies.

Tony Frencombe also emphasizes the need to return to the innocent eye. We have to start, he said, where the child already is and develop his potential.

At Little Ilford School, East London, film studies has been a compulsory subject for all 1,500 pupils since 1969. Terry Norris, head of the school's film department, told the audience that film studies promote visual literacy, help children assimilate what they see and encourage them to produce their own photographs and films. All this seemed valid, especially to members of the audience familiar with the excellent work turned out by Little Ilford. However, dissent

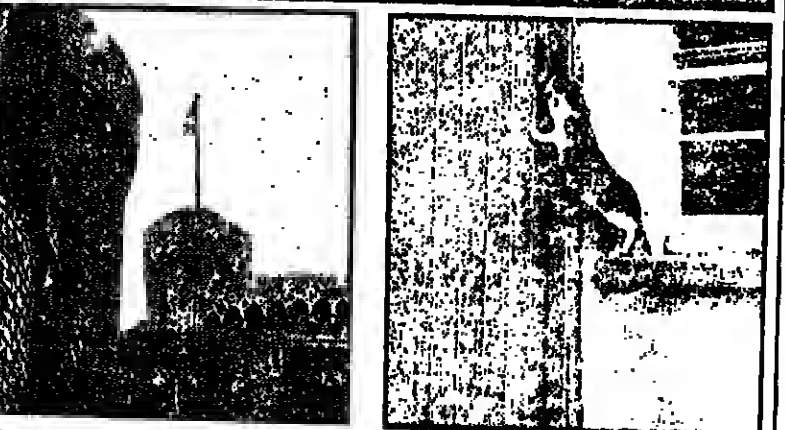
was triggered off by an exam sheet which Mr Norris passed round. Peter Bourne, of North East London Polytechnic said he considered it unnecessary to teach the theory of photography to school children. He queried the value of asking pupils such questions as "If an aperture of F16 is set, what proportion of the maximum possible aperture is being used?"

Photography must be seen in a broader context of education. The aim was not to turn out professional photographers but rather to help children through the visual medium to understand the world in which they lived. If they were taught down with technicalities, they might forget to think about actual photographs. What counted was motivation and the satisfaction derived from experimenting in imagery.

Mr Bourne runs the Institute of Incorporated Photographers' two-year vocational course. He insisted that in schools the career aspect should be played down, and that pupils who wanted to become photographers should be encouraged to shop around.

Although a wide variety of graduate courses are run by polytechnics and art colleges, the only place offering an MA course in photography is the Royal College of Art, where one of the speakers, Michael Langford, is senior tutor. He gave a useful survey of books on photography for both teachers and students, and showed samples of some of his pupils' work. Much of this was highly stylized.

Mr Langford believed that virtually anyone could be taught how to make good photographs but there was little point in teaching photography to a student who did not know what he wanted to photograph.



Work by students at Alport High School, Wembley, was included in an exhibition which accompanied the conference.

"The syllabus" and "photography as an educational activity" were suggested as topics for the open forum which followed the lectures, but the audience were so concerned with the art versus science

Fabrics, all sewn

Dowhurst have produced the 'Sewing Machine' Identifiers and gives pointers to better sewing. It also covers the 1 of the sewing machine.

"Fabrics" unravels the world of fabrics and patterns such as Jumper, Dress, T-shirt, Bath towel, etc. It is a graphic, illustrative style, an addition to the 'Learning to Sew' programme. This is a series of two manuals. Sewing is a project which covers four practical areas: soft toys, patchwork and quilts, and six walk-through 'Fabrics'. 'Natural Fibres', 'Man-made Fibres', 'Fibres in the Home', 'Fibres in the World', 'Fibres in the Future' and 'The Sewing Machine'.

The programme costs £2.95 per set. The two new sets cost £1 each (postage £0.10). Write to English Sewing Ltd, Oxford Street, Manchester M1.

Save and consent

School posters from the RPS Savings Committee have been distributed to schools with a RPS Savings group. 'Will Money be the Best?' is a page with the RPS Savings Committee's 'Save and Consent' campaign. 'Save and Consent' is a campaign to encourage schools to save money and consent to the RPS Savings Committee's 'Save and Consent' campaign.

A free copy of the RPS Savings Committee's 'Save and Consent' campaign is available from the RPS Savings Committee, London WC2B 6LS.

Political governor

Marian FitzGerald

The first meeting of the year in the library of School Two, Councillor McNah briefly leaves the chair to be re-elected. He thanks us for the honour, and assures us that, despite being mayor and chairman of the Party, he will do his utmost to serve us as he always has done. The vice-chairman, an octogenarian party worthy, is re-elected unopposed in his absence, even though half of these present have never seen him.

We take the report for School One. As a new governor, I do not yet dare ask why the easy chairs for the head's study cost twice as much as those for the staffroom, and the financial estimates go through on the nod. This brings us to the only item of academic interest—the year's examination results.

I have analysed them in some depth and, with the exception of geography, they are quite appalling. However, I find that while I have been checking my facts for the expected battle, my colleagues have agreed that Councillor McNah should send a letter to the staff congratulating them on "this fine performance".

The next item provokes a lengthy debate and considerable passion. The school windows, it seems, were not properly cleaned last term and reflect poorly (so in speak) on the school. In addition to which, of course, the light coverings on the stairs have still not been replaced.

By now the pitch—if not the level—of debate is rising fast. I begin to feel as if I have arrived stone-cold sober at a party where everyone else is already very drunk. This gets worse as we reach Item 4 under "Staffing". Head Number One is concerned at the imbalance between male and female members of staff. His boys, he insists, need more male models.

For one moment I think I may have found an ally in the man from the education office, but he hurriedly corrects a misapprehension, and refuses to catch my eye. Meanwhile my colleagues are being swept along on a tide of oratory. The head's theme for this evening (and many others, I suspect) is falling standards.

From dirty windows, through male models, he is working himself up to a climax over "young female teachers in tight jeans and revealing sweaters". He is just finishing his tirade when I notice a book and a small pile of papers on the table. It is a book of bare midriff when refreshments are brought in.

It seems most of my colleagues are overwhelmed by the thought of this naked flesh, and conversation is difficult. Today's rain has caused flooding at the Moss Rose roundabout, which many of them had to negotiate on their way to the meeting, and before long they are swapping anecdotes about their rescues. Since I have been in the library, I have been a monument to the old department of successive heads and the rapid rise

and fall of a variety of syllabuses. The second half of the meeting begins in a low key. The catalogue of last term's events for School Two stimulates embarrassingly little interest. Councillor McNah tries in jest things along by asking if the girl who won the area cross-country cup practices by chasing the boys round the playground. His guffaw is taken by the education officer and the two heads as the cue for a wim smile.

We move on to the financial estimates. These again go through on the nod, but Head Number Two raises the question of an extra workshop. Apparently his pupils and their parents feel strongly about this. Such has been the pressure, in fact—and such is his confidence in the generosity of the authority, that he has always proved so helpful and cooperative in these matters in the past—that he has, he confesses, already written to the parents in anticipation of a favourable response. Rather to my surprise, this decides the matter and we agree to forward his request to the education committee "as a matter of urgency".

Far more contentious is the question of the reading ages of this year's intake. It arouses nearly as much feeling as the state of School One's windows, and throws up some memorable quotes. Unbeknown to The Experts, our gatherers, some of us have been holding the key to the teaching of reading for years. A few even begin waging quiet sociological.

"Deprived?" bellows a large man to my left. "Call these children deprived? The child from the worst of our slums is less deprived than the child conceived out of passion in a mansion in Harley Wood!"

This might have proved quite a conversation-stopper, but Councillor Lewis is already bursting with his sole contribution of the evening. "Tell me this, Mr Headmaster, you tell me this. Isn't it true that many of these children what can't read and write are in fact, brilliant at mathematics?"

It's only at this point that the political opposition identifies itself. Their leader is apparently the lady who prefaces several remarks to Councillor McNah with, "As you may remember, sir, when I attended the choir". They make a shrewd bid to cash in on the situation by moving that the education committee look into reading standards throughout the county, and publish its findings.

For a moment it looks as though they are going to get away with it. Park-Strickland, Councillor McNah turns for support to the education officer, who falls back on the formula: "It is, of course, your privilege to approach the education committee, and I should not wish for one moment to dissuade you from doing so. But I should be failing in my duty to you were I not to point out that..."

It never fails. The crisis is averted. The remaining three items on the agenda are disposed of in five minutes. The chairman thanks us for coming, wishes us a safe journey home and a Happy Christmas. It was a good meeting. The controversial experiment in staff representation has passed off uneventfully. Head Number One did say one point: "As Mr Sinclair, here, my head of maths, will confirm..." and Mr Sinclair confirmed. Apart from that, he and his counterpart confided their energies to staying awake. No heads have been rocked. The schools have been governed for this term, and we can now address ourselves to the more serious business of negotiating our way back round the Moss Rose roundabout.

Student governor

Jim Irvin

Sitting round that table was one of the most enlightening experiences of my life. I felt so inhibited. I did not dare move. I did not dare speak. Nobody helped me.

I belong to a sixth-form college. Since 1973 it has been customary for two members of the student body to sit on the board of governors. Last October, I was chosen to be one of the student representatives for the present academic year. I say chosen; it was in theory a democratic decision made by the whole college, everyone voting for their representative.

Due to a certain amount of... er... maladministration, the turnout was apparently not very high. I was away on the day of the election, and it was as if everybody else was too. Despite some mistakes, it seems that many people had the chance to vote, but not. Nobody had really told us just what it meant to be a governor.

When I arrived back the next day I was told I had come top of the poll (with, I am advised, to say, a paltry percentage of the possible number of votes). I was pleased that I had been elected, but still uncertain just what the post entailed. Nobody had actually told me.

I was a few minutes late on the day of the first meeting, and

arrived with everybody already settled, which was no help at all. I squeezed in between Gillian, my fellow student, and a Conservative councillor. I was pressed up against the leg of the table. I was asked my name. I croaked it.

"Pardon?" "Jim Irvin." I spluttered, through the heavy cold I had caught that morning. Straight away we were into an item on the agenda about a piece of land to be developed. Most of the discussion revolved around the things that had been said at previous meetings. There were two photocopied maps of the site circulating. I never got to see them.

My nose was running. I had not brought any handkerchiefs. I wanted to die. If I spoke, I thought, I would be ridiculed or ignored. Everything seemed more formal than the usual chaotic discussion.

The atmosphere was not conducive to free speech, not mine anyway. Most of the discussion was going over my head as it was. I thought it better to say nothing. There was one moment when I wanted to say something, but by the time I had worked out whether to address it through the chair or just chip in, and whether it was wise for me to address it through my cold, the discussion had finished.

I took some comfort in my principal's words of a few days before. "If nothing else, I'll look good on your UCCA form." Great. We had been told a few days before by the principal and our teachers that we should be prepared to leave if any serious discussions such as teachers' pay took place. The principal said he believed we should either be fully fledged governors or nothing at all. Very progressive of him I thought.

By the end of the meeting I had only said one thing. "I didn't you better say something", the Conservative councillor had said to us, obviously not impressed by our performance up to then. "Go on, don't be afraid."

After a while I had become convinced that things could not get much worse. I seemed like some obscure form of mental torture. ("First we give him a runny nose and take away all his hankies, and then we thrust him late into a long governor's meeting, without any explanation beforehand. Finally we cross him up against the table leg so that he's uncomfortable as well.") "Oh that's so tedious. What if, in any case, something?" "Don't worry, it won't."

Nobody ever asked my opinion or seemed to need it. I felt like a token gesture. The moral of this tale is directed at the people responsible for student governors. Make sure they know exactly what the job is. Make sure they know the etiquette of the board room. Make sure they feel a tiny bit at home.

Prospective governors, make sure you find out what to do. Just because the position may be considered trivial by your colleagues, do not underestimate it. Use the voice you have been given.

The job is what you make it. It is an important one, and once settled in the student governor has a lot to offer. You cannot afford to waste one of only three meetings getting the hang of things. Make sure you know how to behave and how to get your say even though it may seem like there is some sort of conspiracy to stop you settling in. It is up to you to make sure that the student governor does not become just a token gesture.

Town and country homes

by M. R. Evans

Houses and Settlement 4 filmstrips with notes, photographs and commentary by T. Lilly. Rank Audio Visual Ltd, PO Box 70, Great West Road, Brentford, Middlesex. £2.85 each filmstrip.

Said to be suitable for children aged ten and over, these filmstrips are of the high quality that one associates with the Rank Organisation.

Number one, 'The House', deals with the historic change in style and function of the house and justifies this study by making the point that since houses are one of the most lasting of man's creations, and the styles of centuries ago still serve as functional units, they reflect the change in historic and social patterns of the country through the ages.

Naturally, 2,000 years of architectural evolution cannot be comprehensively dealt with in 31 frames, but this does not seem to be the aim. An excellent commentary accompanies the filmstrip with notes that provide the basic information while in no way trying to direct the user of the material.

Number two, 'Building a House',

follows the processes involved in the building of a modern house from setting out the site up to the point of sale. The strip concludes with 11 frames that illustrate building materials and features of house design.

Numbers three and four deal respectively with the 'Village' and the 'Town and City'. We are told that although 80 per cent of the population of England now live in towns, there are still at least 13,000 villages. In the notes to the 'Village' the author establishes that there is no agreed definition of a village other than that it is a long established settlement form that in England is common and much admired. The bulk of the filmstrip concentrates itself on the village of Beley, Staffordshire, in a study that is in the best of level tradition.

The 'Town and City', after giving some examples of towns of historic interest, focuses on the city of Liverpool, the features that are important to a large town and the problems associated with living there.

To the teacher interested in settlement who is seeking background material for a programme of environmental study, these four filmstrips and their notes provide a valuable addition to the resource material that is currently available.

Tools and techniques for painting

Educational Productions' filmstrip 'Painting and Decorating', made in conjunction with Dulux, seems to feature Dulux products almost as much as the techniques, but the accompanying booklet does give some useful information. It describes the best type of tools to use and various painting techniques and a method by which school children can measure the amount of paint required for a particular room. It could have given more warnings of hazards, but is obtainable from Educational Productions, Brackley Road, East Ardsley, Wakefield, Yorkshire.



Light relief?

by David Self

Action Pack by Sue Porter and Edward Arnold, 25 Mill Street, London W1. £3.75.

Many drama teachers will have a sinking feeling when a group of potential troublemakers yet again fails to improvise 10 minutes before an other.

They will also be familiar with the problem of trying to brief 10 different groups with 10 different sets of instructions at the start of an improvisation session. Help for both situations may be found in Sue Porter's Action Pack.

Designed for 9-14 year olds, Action Pack is a box of 48 different cards, each planned for use by two, three or four boys and/or girls, and each with a set of instructions. The cards are graded in three degrees of difficulty. A short synopsis of a story line, back there are questions designed to develop characterization and atmosphere for alternative endings.

In drama lessons as starters for improvisation, the publishers suggest the cards will also be useful in English as a stimulus to writing. This is a little optimistic, but they will be useful in the drama studio for the occasional outline, advice, or for use when introducing a new scene. The cards also provide a valuable addition to the resource material that is currently available.

This is the point. Though useful, they are not over-demanding. The cards are agreeable enough but age a splendidly easy-going encouragement to a driving force called 'Driving Dead' round the story line. The cards are a known neighbour to the teacher's 'about to change a light bulb—these had other, alternative do not promise sympathy reactions to other ideas.

While it would be short-sighted to base any scheme on these cards, or even to use them regularly, they do have a place in drama, particularly at the younger end of the intended age range.

From glaciers to cities

by B. S. Roberson

The Physical Landscape: Glaciated Landscapes by Alice Coleman and W. G. V. Balchin. Living in Cities: Tokyo by David Gentle. Living in Cities: Jerusalem by Sonia Glid. Longmans, Channon Ground, Harlow, Essex. £3.25 each.

These three filmstrips maintain Longmans' high reputation and intelligently show the way geography teaching is going.

The split between the physical and human aspects increases daily. The study of glaciated landscapes, excellent in itself, has little reference to people, and the town photographs pay minimal attention to the human setting.

The accompanying notes are good. Not all teachers will have the detailed knowledge of Tokyo or Jerusalem needed to teach adequately with these pictures, and the notes available in the filmstrips. It is important to concentrate on the pictures first.

The notes provided by Coleman and Balchin analyse the physical landscape, and classroom in geography will be almost inevitable. Glaciated Landscapes, as one would expect from these authors, is a high academic standard. The author who has mastered

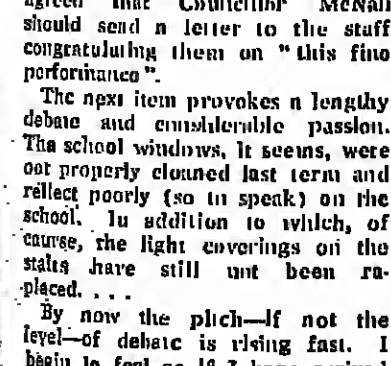


It should write a sound A level answer. A few selected frames will be enough for O level students, there are some simple, scenic mountain scenes which would attract the interest of juniors.

The layout is orthodox, facts are theories later. Evidence of glaciation is seen in the upping sequence. The overall grouping of erosion and depositional landforms is shown in many new and clear pictures. Underlining would be helped by a few labelled line diagrams.

The town strips do not produce such an immediate intellectual discipline since the material has a wider and more popular appeal. Though opportunities are given for nature study, the focus is on the human aspect. Tokyo offers a wealth of material about a city which is rapidly becoming a world city.

Groups of frames, selected to show the ordinary home and life of the people or the problems of pollution and overpopulation. Jerusalem is planned to cover the very diverse elements in the city. Its place in the origin of the religion is shown, and the cultural arising from the presence of the city can be considered. The out there is an accent on the geography of a town, and its architecture is laid to a lampened rest.



Jerusalem filmstrip. It should write a sound A level answer. A few selected frames will be enough for O level students, there are some simple, scenic mountain scenes which would attract the interest of juniors.

The layout is orthodox, facts are theories later. Evidence of glaciation is seen in the upping sequence. The overall grouping of erosion and depositional landforms is shown in many new and clear pictures. Underlining would be helped by a few labelled line diagrams.

The town strips do not produce such an immediate intellectual discipline since the material has a wider and more popular appeal. Though opportunities are given for nature study, the focus is on the human aspect. Tokyo offers a wealth of material about a city which is rapidly becoming a world city.

Groups of frames, selected to show the ordinary home and life of the people or the problems of pollution and overpopulation. Jerusalem is planned to cover the very diverse elements in the city. Its place in the origin of the religion is shown, and the cultural arising from the presence of the city can be considered. The out there is an accent on the geography of a town, and its architecture is laid to a lampened rest.



Student governor

Jim Irvin

Sitting round that table was one of the most enlightening experiences of my life. I felt so inhibited. I did not dare move. I did not dare speak. Nobody helped me.

I belong to a sixth-form college. Since 1973 it has been customary for two members of the student body to sit on the board of governors. Last October, I was chosen to be one of the student representatives for the present academic year. I say chosen; it was in theory a democratic decision made by the whole college, everyone voting for their representative.

Due to a certain amount of... er... maladministration, the turnout was apparently not very high. I was away on the day of the election, and it was as if everybody else was too. Despite some mistakes, it seems that many people had the chance to vote, but not. Nobody had really told us just what it meant to be a governor.

When I arrived back the next day I was told I had come top of the poll (with, I am advised, to say, a paltry percentage of the possible number of votes). I was pleased that I had been elected, but still uncertain just what the post entailed. Nobody had actually told me.

I was a few minutes late on the day of the first meeting, and

arrived with everybody already settled, which was no help at all. I squeezed in between Gillian, my fellow student, and a Conservative councillor. I was pressed up against the leg of the table. I was asked my name. I croaked it.

"Pardon?" "Jim Irvin." I spluttered, through the heavy cold I had caught that morning. Straight away we were into an item on the agenda about a piece of land to be developed. Most of the discussion revolved around the things that had been said at previous meetings. There were two photocopied maps of the site circulating. I never got to see them.

My nose was running. I had not brought any handkerchiefs. I wanted to die. If I spoke, I thought, I would be ridiculed or ignored. Everything seemed more formal than the usual chaotic discussion.

The atmosphere was not conducive to free speech, not mine anyway. Most of the discussion was going over my head as it was. I thought it better to say nothing. There was one moment when I wanted to say something, but by the time I had worked out whether to address it through the chair or just chip in, and whether it was wise for me to address it through my cold, the discussion had finished.

I took some comfort in my principal's words of a few days before. "If nothing else, I'll look good on your UCCA form." Great. We had been told a few days before by the principal and our teachers that we should be prepared to leave if any serious discussions such as teachers' pay took place. The principal said he believed we should either be fully fledged governors or nothing at all. Very progressive of him I thought.

By the end of the meeting I had only said one thing. "I didn't you better say something", the Conservative councillor had said to us, obviously not impressed by our performance up to then. "Go on, don't be afraid."

After a while I had become convinced that things could not get much worse. I seemed like some obscure form of mental torture. ("First we give him a runny nose and take away all his hankies, and then we thrust him late into a long governor's meeting, without any explanation beforehand. Finally we cross him up against the table leg so that he's uncomfortable as well.") "Oh that's so tedious. What if, in any case, something?" "Don't worry, it won't."

Nobody ever asked my opinion or seemed to need it. I felt like a token gesture. The moral of this tale is directed at the people responsible for student governors. Make sure they know exactly what the job is. Make sure they know the etiquette of the board room. Make sure they feel a tiny bit at home.

Prospective governors, make sure you find out what to do. Just because the position may be considered trivial by your colleagues, do not underestimate it. Use the voice you have been given.

The job is what you make it. It is an important one, and once settled in the student governor has a lot to offer. You cannot afford to waste one of only three meetings getting the hang of things. Make sure you know how to behave and how to get your say even though it may seem like there is some sort of conspiracy to stop you settling in. It is up to you to make sure that the student governor does not become just a token gesture.



Network

A new monthly information column

Whitehead College, Putney, and the Council for Environmental Education are co-sponsoring a project to produce materials for use in schools in Wandsworth and Richmond.

Funded by the job creation scheme, 10 previously unemployed teachers aim to help schools study their own environment, and increase the effectiveness of links between the school and local resources related to environmental education.

Initially the team are developing town trails, together with packages on architecture, local history and biology. Interested teachers in the area should contact Jake Lloyd-Jones at the college, West Hill, London SW15 3SN; 01-788 8265.

● Dame Elizabeth Cadbury School are mounting in July an exhibition of the work of former pupils who have received professional training in whatever capacity, as artists, Roy Palmer, the head, would like to hear from anyone who would like to exhibit. Contact him at the school, Woodbrooke Road, Bournville, Birmingham B30 1LJ.

● What were once six school buildings, four hallings, four churches, three farms, two town halls and two bath-houses are all now art centres. This observation comes from the introduction to the Arts Council's A Directory of Arts Centres in England and Wales.



Centres, which could well be of use to drama and other teachers looking for facilities outside schools and colleges. The directory gives a full run-down of the history, policies, finance and staffing of the 133 arts centres in England, Wales and Scotland. Available from Arts Council Publications, 105 Piccadilly, London W1V 0AU, £3 plus 50p postage.

● The Oral History Society is compiling a pamphlet of practical information for teachers, and is anxious to hear of any attempts, successful or otherwise, or using oral history techniques or evidence in schools. Contact Sallo Purkis, Highworth Avenue, Cambridge.

● Issue number eight of Radical Education, out this month, includes articles on Soviet, the Tyndale books, the Little Ilford case (see illustration), the Cyril Burt revelations, early nineteenth-century working-class education, and Flagey. Available from 88 Eleanor Road, London, E2, 25p plus 10p postage.

● The Gemme Committee of the Conflict Research Society is compiling a guide to all the social conflict games, and simulations.

available, and would like to hear from any teachers who have devised or used such games. Write to 158 North Gower Street, London NW1 2ND.

Comment "It was the first day in my new class and the teacher wanted to hear us read. My stomach turned and I was getting hotter. There was about 20 people in front of me. One of them couldn't read too well and Miss said, 'Well, well, now we know the people who can't read. I was next after Jimmy and I felt as though I was burning up. It was my turn nothing would come out every word I said came out with a quiver. Even very easy words wouldn't come out and she stopped me. I was never so embarrassed in my life my face was turning bright red as the teacher was saying how bad I was. She didn't seem to understand how I felt and that I was a good reader really."

—A first-year girl, quoted in Reading and the English Department, a pamphlet published by London School, Newham.

Books
48 Charles Street, London W1X 8AH

A constant pleasure

The study of history occasionally suggests the gaps, nuances, and chances that make up our everyday world.
By Robert Fox

I have long suspected that the minds of those interested in history, as amateurs or professionals, are not as those of other men. They have a link which leads to blurring of the barriers between past and present, a mental version of "fuller arches". Professional historians sometimes demonstrate symptoms of obsessive neurosis, building up their own worlds in the past and inhabiting them, shutting out experience of the present more and more.

A better analogy might be taken from alchemy; for some history is an opiate, for which the curious increasingly crave. Since I fall into this category, I must declare my interest right away. The use of history is a constant pleasure in everyday life, professional and private, far be it, and I think it is one most people can enjoy: it is not an esoteric language nor a private vice.

The difficulty of history, and much of the reason for its disrepute today, is that it is an untidy subject.

The term itself is imprecise, stemming from a classical word for inquiry. Methods of study change from period to period under scrutiny, and according to the age doing the studying. Historians of the classical Middle Ages use different techniques from the medievalists.

Lord Acton in his preface to the Cambridge Modern History at the turn of the century, could write with assurance that most important historical facts were capable of being discovered, the zenith of the Whig view. Today we are at the opposite end of the scale, doubtful about most interpretations of the past. Outside the ranks of the historiographical faithful the chorus grows supporting Henry Ford's thesis that history is made.

As a notion we are often accused of living in the past, but with a sys-

tem of government based on seveneenth and eighteenth-century precedent (how else could Cabinet rule have been produced?) and a common law based on precedent, the charge is hardly surprising. The Americans have a government based on an eighteenth-century document, the French a penal code devised by Napoleon, but both have achieved the status of absolutes.

In practice, both systems need the constant attentions and revisions of the present. We all borrow from each other. A Dutch economics professor once said that a country with a future needs no past, but this was pushing his luck. Though the past is not an endowment insurance scheme, guaranteeing value, status and beauty, it does provide a code from which we can get a few clues about some of the ways we look at our surroundings and ourselves.

The clues of the past are most immediately apparent in our attitudes to place. A town or village name, a street, can tell us a great deal about the kind of community evolving there. For the more strictly antiquarian churches, their monuments and details of architecture can bring the past alive. The other day I saw a genuine leaver's squint in a remote Exmoor church—the chink through which the diseased intellect of the past may recoil to the modern community is a symptom.

The layout of towns like London where boroughs like Hampstead and Islington were villages surrounded by fields just over a century ago, now a giant frog-spawn of the old local communities, does more than explain the failures of flyovers and underpasses, the traffic schemes of professors in town planning today.



The fountain of Siena, like this one by Jacopo della Quercia, constantly speak of centuries of sweat, thirst and drought.

In smaller towns, like the medieval hilltown of Siena to Tuscan, street corners and bars are the meeting places of past generations. They witness still the vitality of the community of the present. Citizens feel genuine loyalty to their section or contrada, which takes on its 16 rival groups in the July or 10 race, round the main square, twice each summer. This is based on a seventeenth-century ceremony, which in turn was taken from medieval public games.

The street names and fountains referring to the city's mythical underground stream speak of centuries of drought and drought each summer which has shaped the town economy. It was only in the 19th century that water was assured when the Communist communal government built 20 miles of aqueduct to fetch spring water from the Val di Chiana.

Then there is the broader division of town and country, an almost forgotten dimension to our modern sense of place. A country can nearly half the people of western Europe were directly dependent on the land. Now the soil supports less than 10 per cent of the population. The transfer from country to town, or more properly village to suburb, has been at worst a kind of social trauma. The rural chaos in this country came in the 1920s with break-up of the big estates.

Twenty years ago I knew a Somerset farmworker who had made the journey to London, eight miles away, only about six times in his life. His year turned on the sheep fairs at Lady Day and Michaelmas on the Brandon Hills. He left the farm to work in the quarry when he was 50, but his health wrecked by years of rough drinking, he

family seemed, a hint of blackmill, he returned in his old cottage and hanged himself from the apple tree, a Work for country people is not rustic idyll; they are not oblivious of their surroundings, but the life of the country is something whose terms they understand. Town dwellers and industrial workers instead are becoming more self-conscious about their feelings of anxiety and alienation.

The way we speak and write to each other is another field of endless interest to historical detectives. The professional cynic might examine his piece of wood with the precision of a scientist, but the scope, but for the less specialist, too, language and even accent have their own joys of discovery.

Italy, one of the most divided European nations, is going through a boom in films which play up the differences between north and south. The joke in the mainstream cinema, *Disordine* (Disorder) is that it was most influential and based on Sicilian tales of courtship, adultery and vendetta. The cherry on the cake was the local community with still the same characteristics of Romagna, the home land of communism or the same of our immediate past: adventure pictures, the anti-fascist tones of James Mason, Michael Redgrave and others, seeming to prove that our men were men, but the claps were quite definitely

More incredible are the accents of some of our immediate past: adventure pictures, the anti-fascist tones of James Mason, Michael Redgrave and others, seeming to prove that our men were men, but the claps were quite definitely

In all communication the techniques of history help in understanding the hand or voice behind the utterance, and the view of the world which produced it. However formal a document, a book, a newspaper or computer printout, some personality has determined its composition.

continued from page 33

society which necessitated a vast welfare programme? Do they throw light on the factors in our own society which place so many people today in the position of requiring welfare assistance from the state?

The Middle Ages led themselves away from a study in depth by social pupils. They are sufficiently remote to be different and interesting, yet not so remote as to be irrelevant. It was in the Middle Ages that there began to burgeon social features of the modern world: capitalism, nationalism, science, parliament and assertive individualism.

The power struggle of the period is readily identifiable as having been between the crown, the nobles and the church to begin with; but steadily the commercial class asserts itself by the others. Pupils can see the shifting alliances of this or that faction as another becomes temporarily more powerful and they can see how these alliances alter as expediency demands. Their eyes are opened to the way in

In medieval history a stroke of the pen, a hurried hand can change the game. The chronicler, like to win canonization for his virtuous life, is not immune from the temptation to bring home the truth to the reader. The chronicler reveals all by a sentence to the effect that the old man's miraculous cure, or an extensive list of valuable relics. After the analysis of such medieval documents is relatively easy, we have to ask ourselves how far of record against which the facts can be checked.

One of the most interesting aspects about the way we communicate verbally, in writing or speech, is the subtle way in which we change. Take the current word "nude" which has been used in the past. It has become an absolute, our industrial and social uncertainty. A rumour that from 1953 almost no antique and royal portraits in the Picture Post are dressed with a warm glow of gold. Yet there is truth and doubt at the possibility of hundreds of thousands of pounds being spent on a royal jubilee.

The great change against the way of history today, and one of the causes of its sudden decline, is the lack of precision, compared with the sciences of sociology, anthropology and economics, whose professional historians do not invoke. At best, history is descriptive, not prescriptive. It can suggest the way we've come, where we're going. But its strength is that it is neither strictly an art, nor craft, but a combination of the two. It can occasionally suggest the way we've come, where we're going. But its strength is that it is neither strictly an art, nor craft, but a combination of the two.

It is a preparation for life that should be concerning ourselves with helping our pupils to discover themselves some dynamic rather than regulating them by static facts. Are we not in danger of losing sight of the long-term features of history as a result of maintaining too constant a focus on the short term? If history is to be a preparation for life, it should be concerning ourselves with helping our pupils to discover themselves some dynamic rather than regulating them by static facts.

History teachers claim that history helps pupils to make greater sense of the world around them, but surely that is only valid if pupils are given precedents of human motivation and activity in a variety of societies so that they can discern what is universal and what is local in time and place, which are primary and which are secondary factors. It is surely the modern world, which is more likely to be a study of this or that modern event in isolation.

If we believe that education is a preparation for life then we should be concerning ourselves with helping our pupils to discover themselves some dynamic rather than regulating them by static facts. Are we not in danger of losing sight of the long-term features of history as a result of maintaining too constant a focus on the short term? If history is to be a preparation for life, it should be concerning ourselves with helping our pupils to discover themselves some dynamic rather than regulating them by static facts.

History teachers claim that history helps pupils to make greater sense of the world around them, but surely that is only valid if pupils are given precedents of human motivation and activity in a variety of societies so that they can discern what is universal and what is local in time and place, which are primary and which are secondary factors. It is surely the modern world, which is more likely to be a study of this or that modern event in isolation.

Were there but world enough and time . . .

World history: possibilities and constraints in the secondary curriculum. By Edmund O'Connor

Between 1972 and 1975 there has been a steady growth in the number of O level CSE level papers which have extended beyond British and European history.

This finding comes from two groups of teacher fellows at the School of Oriental and African Studies, London University, who looked at history papers in 1971-72 and again in 1975-76.

The same period has seen a more substantial development in the publication of books, teaching packs and audiovisual resources for teachers and pupils in secondary schools covering themes and areas which feature in most world history syllabuses; and there has been a similar increase in bibliographical information and evaluation. SOAS's extensive World History Division has published *World History Syllabuses* and articles have appeared in *Teaching History*.

World history of course still lacks its all-embracing school textbooks and will no more the worse for it, but building teachers will be encouraged and stimulated by the recently published *Thompson's History of the World* by J. M. Roberts which has received much critical acclaim.

Nevertheless it is foolish to ignore the very real constraints placed on teachers. The introduction of world history means increased spending at a time of financial drought and the commitment asked of the teacher in preparing himself for a world history syllabus is also considerable. This is particularly so when demands on teachers time are increased and when opportunities for in-service training appear to be declining despite contrary declarations of intent. It is possible, however, to point to LEA for at least one excellent example of a well supported and practical programme of curriculum and resource development in this field.

Another constraint arises from the nature of the papers currently offered. Apart from "extensions of

Europe" and "British Empire and Commonwealth" type offerings, two A level and six O level papers offer papers which are entitled "World History" or "World Affairs" and include area options with limited opportunity for comparative study.

Their most striking feature, however, is that their global perspective is confined to the twentieth century as if the world only emerged in 1900, 1919 or 1945, when what did emerge was successfully modified conceptions of world order. This also applies to the world history offerings of all eight English CSE boards where another feature of the syllabus is the enormous ground to be covered.

Again, there is little opportunity to teach on a basis of themes or to study in real depth. Where a school wishes to do so, a Mode 3 syllabus is possible. This could also help to overcome difficulties where schools are faced with the problem of mixed CSE/O level classes across a wide ability range. But such approaches have been fewer than they might have been because of the extra work involved and because many teachers feel ill-equipped to construct and examine them.

It is certainly tempting to confine a world history syllabus to the twentieth century but this is only done at the expense of a greater time perspective. Yet it is neither feasible nor satisfactory to attempt an enormous chronological outline; world history is not necessarily the same as a history of the world.

If both spatial and time perspectives are to be achieved, and more opportunity provided for a comparative approach, and if we also accept the need to use, interpret and evaluate evidence, then some clear criteria for selection must be applied. These will partly depend on the age level of pupils, on the interests and skills of the teachers, on the range of resources available and on a subjective decision as to which themes, topics or areas are of greatest importance.

One problem of an area approach is that valid and different arguments can be provided in support of each of the major areas. Yet world history is more than an aggregation of area histories just as an area study is more than an aggregation of national histories. If an area study is to be followed then there is a strong case for a comparative and interactive approach.

China and Japan, Japan and the United States, Britain and India, provide excellent opportunities for an interactive approach while a fruitful comparative study could be made of Britain and Japan.

Interesting examples of these two approaches are given by Richard James, "Japanese History" in *Teaching History*. Such approaches could, of course, be extended to other areas.

The thematic approach which has so far been largely neglected, or one combining a selection of themes and linked area topics, provides perhaps the best way forward. One way could be to consider themes which have not only been important but which continue to be important—themes such as urbanization, industrialization, religion, agriculture and food, nationalism, war and

society, the growth of the state, the scientific revolution.

Within each theme it is necessary to be selective and provide opportunities for meaningful comparison. Urbanization, for example, would provide an opportunity for the study of selected pre-industrial and post-industrial cities with good extra-European examples, which are well documented to illustrate their different origins and functions, together with a study of the process of urbanization and its effects upon human life. It is perfectly possible to resource such

continued on page 36

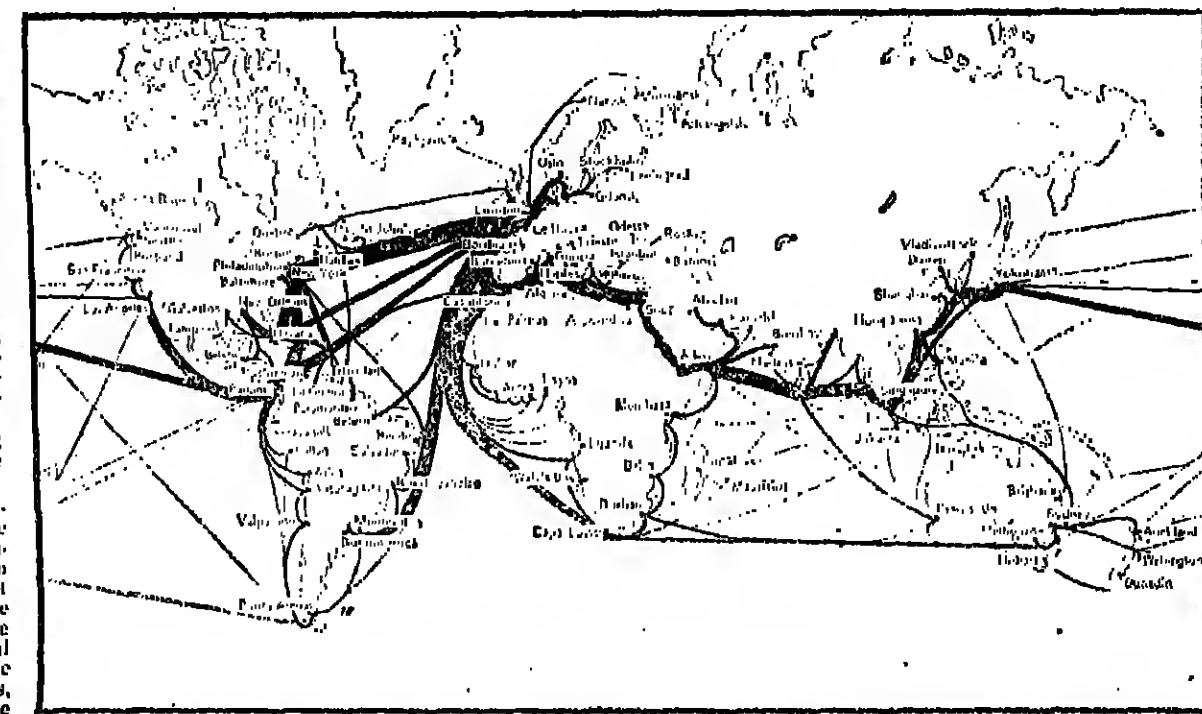


Chart of world shipping. The thick lines show where most of the sea traffic is concentrated (1966). From "The Communications Revolution" by Elizabeth Wragham. Harrow World History Programme.

Announcing the Teachers' Guide!

HARRAP WORLD HISTORY PROGRAMME

Editors: Malcolm Yapp, Margaret Killingray and Edmund O'Connor

The *Teachers' Guide* explains in detail how to take advantage of the outstanding flexibility of the Programme. In Part One suggestions are given on possible little combinations to suit particular courses, ranging from the chronologically-based syllabus to the thematic approach. Part Two contains synopses of the booklets. The *Teachers' Guide* is free upon application to our Education Department.

Ready March/April

To Sets 1-7 and 17, which have already been published, we now add Sets 9, 10 and 14. A further 16 titles will be published in Autumn 1977, bringing the number of titles in the Programme to 60.

Set 9
Roosevelt
Stalin
Mao Tse-tung
The Wealth of Japan
Set 10
Pex Romana
Constantine
Carossa
Alexander
Set 14
The Growth of the State
Nationalism
Imperialism
A World Economy
Set 22.20



Each book: £0.60

"The way in which this programme opens up world history for 11 to 14-year-old students is exciting."

The *Times Educational Supplement*
"Much to be praised is the attempt throughout the series to discuss the significance of issues rather than give a simple chronological account." *Teaching History*

Inspection copies and/or brochures are available from our Education Department

HARRAP BOOKS

182-184 High Holborn, London WC1V 7AX

FROM LONGMAN 20th CENTURY HISTORY FOR CSE

THE GREAT WAR

Edited by Tony Howarth

The 12 Units in this series provide resource-based material on different aspects of the war. They are designed for pupils in the 14-16 age range taking CSE courses. The authors have also taken account of the needs of less able pupils with reading and writing difficulties, so making the series suitable for use with mixed ability classes.

Each Unit contains contemporary illustrations and extracts from newspapers, magazines, diaries, and poems, together with a commentary by the authors. A programme of work is set into the text, giving pupils plenty of opportunity to use imagination and skill in interpreting the past, and evaluating historical evidence through the use of tape-recordings, models, imaginative writing, poster drawing etc. A tear-out centre section includes 11 sheets giving well defined work suggestions; and a Unit summary sheet which includes 'essay' questions for those on examination courses.

The scheme is flexible and can be used as a complete course for a mixed-ability class with pupils working at their own pace; with a streamed class, with everyone working through the same Unit together, or different groups using different Units. THE UNITS ARE: The Two Nations; The Causes of the War; The Coming of the War; The Western Front; The Eastern Front; The Home Front; Two Side Shows — Mesopotamia and the Dardanelles; The War at Sea and in the Air; The Sands Run Out; A Land Fit for Heroes; Death's Grey Land (Poetry); Joe Soap's Army Song Book; Teacher's Booklet.

This series is sold through a subscription scheme and details are obtainable from the address given here.

MODERN TIMES

Provides a vivid topic approach to modern history and is especially suitable for CSE candidates. The books take full advantage of the wealth of photographic material available and bring to life the great events of the last sixty years, using eye-witness reports.

Bismarck, the Kaiser and Germany	B J Elliott	80p
World War One	S R Gibbons and P Morican	80p
Hitler and Germany	B J Elliott	80p
Franco and the Spanish Civil War	L E Snellgrove	80p
Mussolini and Italy	C Bayne-Jardine	80p
World War Two	C Bayne-Jardine	80p
Western Europe After Hitler	B J Elliott	80p
The Making of the Welfare State	R J Coates	80p
Roosevelt and the United States	D B O'Callaghan	80p
The League of Nations and UNO	S R Gibbons and P Morican	80p
Modern Japan	Barry Williams	80p
Modern Russia	John Robottom	80p
Modern China	John Robottom	80p
Modern Africa 1870-1970	Barry Williams	80p
The Modern Commonwealth	Andrew Walker	85p
Indonesia	Allan Zaimuddin	95p

THE MODERN WORLD SINCE 1870

L E Snellgrove

A title from the *Longman Secondary Histories* designed as a two-year course in modern world history for CSE. £1.75

Also of interest are many of the titles in the *THEN AND THERE* series and *MAKING THE MODERN WORLD*.

Further details of any of the material mentioned in this advertisement may be obtained from Iris Sinfield, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE. A free sample Unit from *THE GREAT WAR* will be sent on request, while inspection copies of the other books are fully available.



Longman

History First

General Editor: TOM CORFE

A new, colourful and practical series for children in junior, middle and lower secondary schools. The series consists of units, each centred round the story of a famous person. From this point, the pupil is helped to discover more about different aspects of the period, such as places, events, costume, housing, transport. Each unit comprises a class pack containing three twelve-page story booklets, illustrated in full colour, twelve four-page work cards, and helpful teacher's notes; a wall picture to provide a useful means of introducing the topic in the classroom; and duplicator masters to make extra copies of the worksheet drawings. Each story booklet can also be bought separately.

Samuel Pepys
by TOM CORFE

Montezuma
by DON LINCOLN

Available now
Class Packs £2.75 each; Wall Pictures £0.80 + VAT in UK each
Available shortly
Spirit Duplicator Masters £3.00 each set
Story Booklets £0.45 each



In preparation
Leonardo da Vinci by DORREN TYNAN
Alfred the Great by JOHN PELLING

Available shortly
by IAN ANDREWS

CAMBRIDGE UNIVERSITY PRESS

Facts through fiction

By D. L. B. Hartley

Last year I brought certain classics of French literature into my A level lessons on nineteenth-century European history. I introduced the book and read short passages at appropriate points in the course. I emphasized that the authors were writing about the France they knew of their youth. This innovation and the simple technique were successful, I think. Certainly I was enthusiastic, which was probably an advantage, and several pupils read the books.

In this first year I had time to make myself familiar with six books; they spread to some extent through the century. The events in *Eugenie Grandet* (Balzac) take place between 1819 and 1827 in Saumur (population now about 20,000) on the Loire. *Old Goriot* (Balzac) is set in Paris in 1819. Balzac is writing, then, about the France he knew in his twenties, and Eugene de Rastignac is a low student in Paris as he also was.

The history student will notice that the miser Grandet founded his fortune by buying land which had been confiscated from the church during the Revolution and consolidated it through his contract to supply wine to the army. He will see, though, that there had been little sympathy for the Revolution in Saumur. He may remember, for example, that the French East India Company was liquidated during the Revolution, that France too had a civil war, and he will appreciate the crack about Bernadotte and many other references to contemporary events.

Most of the events in *Les Misérables* (Hugo) take place between 1820 and 1832 and there is much reversion: in June, 1832, M. Simmish remembered Sichel's remark during the Spanish war, "We are lost when old women empty their pots on our heads". The events in *Sentimental Education* take place in Paris in the years 1840-52 during which Flaubert, like Frédéric Moreau, was a law student.

Germinal and *Naam* by Zola both deal with the years 1867-70, the former in the north-eastern coalfield, the latter in Paris, and Edme Lanier, the central character in *Germinal* who dreams of making "The first speech in Parliament by a working man", is Naam's half-brother.

Taken together these books leave two outstanding impressions. One

is of the belief that the establishment of a republic would bring an end to most difficulties. "What a hideous thing such luncheon! Well, when there are no kings left there will be no war", said Combeferre during street fighting in 1832 (*Les Misérables*).

And from *Sentimental Education*: "In 1848, the Republic has been proclaimed! We shall all be happy now! I heard some socialists saying just now that we are going to liberate Poland and Italy, what that means? The whole world free! The whole world free!"

Pages later, "The republican sign was that of deputations of every kind under the sun going to present a petition at the Hotel de Ville for every trade and every industry expected the Government to put an immediate end to its problems."

I am glad of this evidence, for my pupils, young subjects of *Hitler*, when I give me a civil book in which I explain that most incidents in the nineteenth century were the other vivid impression, and one which I think and hope I have meant to bring to the fore in the story and the title of the great inequality in post-revolutionary France, of wealth,

of poverty and suffering. Perhaps, the essential fact of *Les Misérables*, though the title has been translated, is that the world was not free from poverty and suffering. The world was not free from poverty and suffering.

But content, teaching strategies and assessment methods can all be used in counter such a blinkered view, and an approach of this kind can offer valuable links with other subjects.

While it must be hoped that some GCE and CSE teachers will attempt a more centenary approach it is, at present, the first examination opportunity for the best opportunity for the introduction of a world history syllabus. There is an increasing range of material suitable for this age level which would allow an interesting and coherent selection of men and event topics with linking themes. At this level, also, a biographical approach helps children to identify with a particular period of historical development and a world history syllabus would provide a rich field from which to select examples.

Such a syllabus would need to be self-contained and meaningful for the many pupils who will not continue with the subject but it should and could provide an appreciation of the meaning, value and enjoyment of history to those who will continue with the subject for public examinations. And even within local history or national history syllabuses some consideration of a wider context, for example, in studying the Elizabethan period, the achievements of an Asian contemporary, Akbar, and of the Mughal Empire, would be a contrasting example of religious tolerance.

In an article in *Teaching History* in November 1977 Barry Davies and Peter Prichard claimed that

Edmund O'Connor is regarded as an extremist at the School of Oriental and African Studies,

and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

die poverty and suffering. Perhaps, the essential fact of *Les Misérables*, though the title has been translated, is that the world was not free from poverty and suffering. The world was not free from poverty and suffering.

But content, teaching strategies and assessment methods can all be used in counter such a blinkered view, and an approach of this kind can offer valuable links with other subjects.

While it must be hoped that some GCE and CSE teachers will attempt a more centenary approach it is, at present, the first examination opportunity for the best opportunity for the introduction of a world history syllabus. There is an increasing range of material suitable for this age level which would allow an interesting and coherent selection of men and event topics with linking themes. At this level, also, a biographical approach helps children to identify with a particular period of historical development and a world history syllabus would provide a rich field from which to select examples.

Such a syllabus would need to be self-contained and meaningful for the many pupils who will not continue with the subject but it should and could provide an appreciation of the meaning, value and enjoyment of history to those who will continue with the subject for public examinations. And even within local history or national history syllabuses some consideration of a wider context, for example, in studying the Elizabethan period, the achievements of an Asian contemporary, Akbar, and of the Mughal Empire, would be a contrasting example of religious tolerance.

In an article in *Teaching History* in November 1977 Barry Davies and Peter Prichard claimed that

Edmund O'Connor is regarded as an extremist at the School of Oriental and African Studies,

and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

Making firsthand sense of the past

Training in research sources and methods adds an important intellectual dimension to studying history. By Negley Harte

Combining university history teaching and examining in the subject at colleges of education provides an odd contrast. It is only in the latter capacity that one comes across students who have had to look at primary sources and who have engaged in the actual writing of history.

At university, one is teaching relatively bright students who take honours degrees in history, many of whom go on to occupy positions in which their understanding of the historical process stands them in some stead (as distinct from the mere possession of a degree). None of them, however, is required or even expected to look at any original source material, much less to actually use it. This is true of all those taking their degrees at the country's largest school of history, at London University, as well as most of those reading history at the provincial universities, including Oxford and Cambridge.

At the education colleges, on the other hand, one finds oneself examining students of generally more modest abilities, few of whom go on to make professional use of history other than as non-specialist teachers. Yet a good many of them are expected to make firsthand sense of the past by undertaking a so-called special exercise.

In the colleges belonging to the Institute of Education at London this option is open to most students offering history on their main subject for the Certificate in Education. The stipulated length of the special exercise is somewhat vague: 12,000 words "might be held to constitute a minimum length", and exercises "well over 20,000 words or under 10,000 words will be penalized".

The purposes of the exercise are quite specific. It is to "primarily designed to give students an insight into the way in which history is written". Normally this is taken to demand the use of primary sources, but the critical use

of secondary authorities alone can be acceptable. The result of undertaking such a piece of work, according to the sensible and brief guidelines, should be "the development of a more informed and critical approach to all historical writing (especially to the generalizations of the ordinary textbook) and an appreciation of the problems of historical method". Given these objectives, the guide correctly concludes that "the merit of a completed exercise will lie less in the quantity or originality of its material than in the extent to which it reveals the student's capacity to make intelligent use of the material at his disposal".

To what extent are these fine objectives realized? After five years of reading these exercises, I have found that the activity of producing them is almost invariably worthwhile for the student. So, of course, is the high yield of ideas and insights which is to be gained from such a task as gratifyingly revealed. Generally the students like doing it: it is their own work in a way that mastering a special exercise based on research records that were created with the future historian in mind. Some follow-through is needed to make students see the connections.

Perhaps the making of such connections is hindered by the largely local studies nature of most special exercises. Clearly the subject takes has to be a manageable and practicable chunk of past experience, but there could be more studies based on printed sources (especially where the still too little topped wealth of *Parliamentary Papers* are readily to hand) or by taking historiographical theories, or aspects of the history of ideas. This might also spare the poor archivist who has to cope with often quite ill-equipped C.E.D. students seeking sources for their exercise.

The sort of assistance they get from their teachers at college varies surprisingly. Sometimes groups are small and they get decent supervision, and sometimes they seem to be

therefore a pattern, to come to some understanding of it and to write about it in a longish piece of organized prose. The limits of what can be established about the problem from what sort of sources and with what degree of reliability, and what has to be supposed or presumed about the situation, perhaps on the basis of what has been established in other similar cases, or deduced from some relevant theoretical postulates—questions such as these are clarified in students' minds once they are faced in practical terms. They are issues from which a lot of the benefit of studying history flows.

There is, it has to be confessed, little evidence of the real learning into the writing of history derivable—and undeniably derived—from tackling such a piece of work spinning off into the sort of discussion one finds in the written exam papers of the candidates. After all, writing an essay based upon research using the writings of other historians is not fundamentally different from writing a special exercise based on research among records that were created with the future historian in mind. Some follow-through is needed to make students see the connections.

The real value has a different focus. It lies in how the students are forced to address themselves to some records left by people now dead and make sense of it all. They have to piece the story together, to build up a picture and

left in fend too much for themselves.

The only sources which a university student, by contrast, generally sees are those printed in collections of documents. Despite the value of handy stand-bys like Tawney and Power's *Tudor Economic Documents* or the excellence of many recent compilations like W. H. B. Court's *British Economic History, 1870-1914: Commentary and Documents*, such works inevitably present sources in a prepackaged and predigested form. They do not present the same challenge to the imagination as contact with the chaos of real-life sources which have to be pummeled into shape in order to answer the questions which themselves have to be generated in the course of pursuing the records.

History is essentially an activity that involves making sense out of incomplete information. When the data is so voluminous as to be virtually complete—as say with the records of the bureaucratic-welfare state, or President Nixon's extraordinary tapes—history becomes either impossible to write or too boring to bother.

To be forced to attempt to make sense for oneself of a part of reality that is only partially documented is a firsthand insight into the professional nature of historians. Above all, it should make students questioning if not sceptical about the statements they read by other people whose writing happens to have been set into print. It is also a valuable training for any job which involves making a decision on the basis of inadequate information. This point needs emphasizing. Mini-dissertations are not just to be seen as early training for the future PhD.

The recent reforms of the London history degree have introduced a small element of examination by means other than the conventional written papers. Twenty-one of the 46 special subjects which constitute about a quarter of the workload (and which have always involved

study of prepacked selected documents) now require submission of either one 5,000-word essay or two 2,500-word essays besides a traditional exam paper. It is a long overdue innovation.

These dissertations should have been not just as providing a training in research sources and methods, but as an important intellectual dimension of studying history. It is to be hoped that the violent changes being pushed on education colleges by the Government will not result in the phasing out of the special exercise in whatever history courses remain. It is an exercise that has special value. It must be initiated and improved, rather than destroyed.

Negley Harte is lecturer in economic history at University College London.

Another dimension

After years of neglect, the canals that criss-cross this country have been enjoying something of a revival. Not from the point of view of re-establishing them as vital trade routes, but rather as important and interesting environmental and historical features of town and country.

While the popular image of the canal is generally of a rural one, canals belong as much to the urban scene and Lewisham Braithwaite concentrates on this aspect in *Canals in Town* (A. & C. Black £4.75, 0 7136 1629 5). This is not an historical account but an environmental, semi-pioneering approach towards "these silent and deserted threads through the fabric of our cities", which could add a most useful dimension to secondary history projects with urban themes.

Sixteenth Century Europe

L. W. Cowle

For Vith formers in comprehensive schools
The major themes of the century—War, the Church, and the Renaissance—and their interaction with each other are examined in detail. Cross-referencing avoids repetition while giving the full treatment required by A level students. A specialist text for the non-specialist, and a useful basic book for all who need to know about sixteenth-century Europe.
Hardback £6.00 net Paperback £3.50

World Affairs 1900 to the Present Day

S. H. Wood

For O' Level students
This thorough, detailed account in predominantly political history, starts with Europe's dominance of the world in 1900. It covers separately the misfortunes of Europe from 1900 to 1945, and the rise to prominence of non-European areas.
A comprehensive survey of the major developments which have contributed to today's world situation.
Price £1.85

Oliver & Boyd Croythorn House

23 Revelston Terrace, Edinburgh EH4 3TJ

A Division of Longman Group Ltd.

O&B



The Emperor Akbar debating with Muslim and Hindu leaders. From "Akbar and the Mughal Empire" by John Harrison. Harper World History Programme.

continued from page 35
them adequately but it is demanding of time and skill.

The selection of some of these themes, of course, will lead to

the selection of some of these themes, of course, will lead to

the selection of some of these themes, of course, will lead to

the selection of some of these themes, of course, will lead to

the selection of some of these themes, of course, will lead to

the selection of some of these themes, of course, will lead to

attacks that they are unbalanced; that they are surcharged or politicized; history rather than "true" strategies and assessment methods can all be used in counter such a blinkered view, and an approach of this kind can offer valuable links with other subjects.

While it must be hoped that some GCE and CSE teachers will attempt a more centenary approach it is, at present, the first examination opportunity for the best opportunity for the introduction of a world history syllabus. There is an increasing range of material suitable for this age level which would allow an interesting and coherent selection of men and event topics with linking themes. At this level, also, a biographical approach helps children to identify with a particular period of historical development and a world history syllabus would provide a rich field from which to select examples.

Such a syllabus would need to be self-contained and meaningful for the many pupils who will not continue with the subject but it should and could provide an appreciation of the meaning, value and enjoyment of history to those who will continue with the subject for public examinations. And even within local history or national history syllabuses some consideration of a wider context, for example, in studying the Elizabethan period, the achievements of an Asian contemporary, Akbar, and of the Mughal Empire, would be a contrasting example of religious tolerance.

In an article in *Teaching History* in November 1977 Barry Davies and Peter Prichard claimed that

Edmund O'Connor is regarded as an extremist at the School of Oriental and African Studies,

and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

It is true that O'Connor is regarded as an extremist at the School of Oriental and African Studies, and that he is a "pioneer" of the "new history" which is "more concerned with the social and economic aspects of history than with the political and military aspects of history".

British Economic and Social History 1700-1975

G.P. Hill
Fourth Edition
This edition differs substantially from its predecessor in two ways: the chapter on Population has been completely rewritten to take account of recent work; the end of the book has been expanded to discuss the mid-seventies. The new edition will be welcomed by students in secondary schools and Further Education whose examination syllabi now demand a more up-to-date coverage.
Publication March
Limp £1.90 approx

History Stimulus Questions

The technique of reproducing a piece of source material and asking a series of questions based on it is rapidly gaining in popularity with the CSE and GCE Examination Boards.
These books not only provide useful practice in tackling such exercises but also give the student a wide variety of sources which will aid understanding of the period being studied.
Publication March
Limp £1.90 approx

Modern British History 1815-1970: a practical guide

R. R. Sellman
A summary notebook with clear, detailed maps and diagrams, providing a framework to be filled in by outside reading, and a revision book for exams.
Limp £1.30

European History 1450-1789

M. M. Reese
Documents for History Revision
Brings together a wide range of documents in translation which will be particularly useful for advanced students.
Publication March
Limp £1.50 approx

Britain 1760-1914

Elizabeth M. M. Tucker
Europe 1763-1914
Black M. M. Tucker
Publication April
Each book: Limp £1.30 approx

Modern British History 1815-1970: a practical guide

R. R. Sellman
A summary notebook with clear, detailed maps and diagrams, providing a framework to be filled in by outside reading, and a revision book for exams.
Limp £1.30

These books not only provide useful practice in tackling such exercises but also give the student a wide variety of sources which will aid understanding of the period being studied.

Modern British History 1815-1970: a practical guide

R. R. Sellman
A summary notebook with clear, detailed maps and diagrams, providing a framework to be filled in by outside reading, and a revision book for exams.
Limp £1.30

European History 1450-1789

M. M. Reese
Documents for History Revision
Brings together a wide range of documents in translation which will be particularly useful for advanced students.
Publication March
Limp £1.50 approx

Britain 1760-1914

Elizabeth M. M. Tucker
Europe 1763-1914
Black M. M. Tucker
Publication April
Each book: Limp £1.30 approx

Modern British History 1815-1970: a practical guide

R. R. Sellman
A summary notebook with clear, detailed maps and diagrams, providing a framework to be filled in by outside reading, and a revision book for exams.
Limp £1.30

European History 1450-1789

M. M. Reese
Documents for History Revision
Brings together a wide range of documents in translation which will be particularly useful for advanced students.
Publication March
Limp £1.50 approx

Britain 1760-1914

Elizabeth M. M. Tucker
Europe 1763-1914
Black M. M. Tucker
Publication April
Each book: Limp £1.30 approx

These books not only provide useful practice in tackling such exercises but also give the student a wide variety of sources which will aid understanding of the period being studied.

Involvement in History: The Tudors

Robin Acland, David Birt and Jon Nichol
The Tudors represents a new direction in British textbooks. Using the stimulating approaches and techniques of the 'New History' it covers the main social and political factors of the period. Includes a variety of history games, simulations and a play.
Limp £2.95

Modern British History 1815-1970: a practical guide

R. R. Sellman
A summary notebook with clear, detailed maps and diagrams, providing a framework to be filled in by outside reading, and a revision book for exams.
Limp £1.30

European History 1450-1789

M. M. Reese
Documents for History Revision
Brings together a wide range of documents in translation which will be particularly useful for advanced students.
Publication March
Limp £1.50 approx

Britain 1760-1914

Elizabeth M. M. Tucker
Europe 1763-1914
Black M. M. Tucker
Publication April
Each book: Limp £1.30 approx

Modern British History 1815-1970: a practical guide

R. R. Sellman
A summary notebook with clear, detailed maps and diagrams, providing a framework to be filled in by outside reading, and a revision book for exams.
Limp £1.30

European History 1450-1789

M. M. Reese
Documents for History Revision
Brings together a wide range of documents in translation which will be particularly useful for advanced students.
Publication March
Limp £1.50 approx

These books not only provide useful practice in tackling such exercises but also give the student a wide variety of sources which will aid understanding of the period being studied.

Normans and Crusaders

Jean M. Jamieson
Following on from her two successful books entitled below, Jean Jamieson takes her account of British History to the reign of Henry III and the emergence of Parliament. Each illustrated double page spread will provide enough material for a complete lesson for 11-13 year olds.
Publication April
Limp £1.10 approx

The Romans in Britain

Jean M. Jamieson
For 11-13 year old pupils of limited ability, particularly with English language skills. The text is simple in construction but contains sufficient information to give a wide introduction to the major events in Roman Britain. Generously illustrated with maps, drawings and photographs which are carefully integrated with the text.
Limp 98p

[illegible]

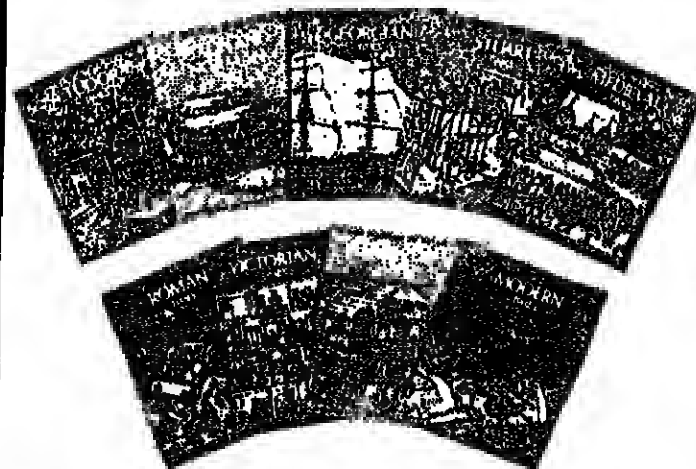
مكتبة من الاعلى

PAGE	PAGE	PAGE	PAGE
111	112	113	114
115	116	117	118
119	120	121	122
123	124	125	126
127	128	129	130
131	132	133	134
135	136	137	138
139	140	141	142
143	144	145	146
147	148	149	150
151	152	153	154
155	156	157	158
159	160	161	162
163	164	165	166
167	168	169	170
171	172	173	174
175	176	177	178
179	180	181	182
183	184	185	186
187	188	189	190
191	192	193	194
195	196	197	198
199	200	201	202
203	204	205	206
207	208	209	210
211	212	213	214
215	216	217	218
219	220	221	222
223	224	225	226
227	228	229	230
231	232	233	234
235	236	237	238
239	240	241	242
243	244	245	246
247	248	249	250
251	252	253	254
255	256	257	258
259	260	261	262
263	264	265	266
267	268	269	270
271	272	273	274
275	276	277	278
279	280	281	282
283	284	285	286
287	288	289	290
291	292	293	294
295	296	297	298
299	300	301	302
303	304	305	306
307	308	309	310
311	312	313	314
315	316	317	318
319	320	321	322
323	324	325	326
327	328	329	330
331	332	333	334
335	336	337	338
339	340	341	342
343	344	345	346
347	348	349	350
351	352	353	354
355	356	357	358
359	360	361	362
363	364	365	366
367	368	369	370
371	372	373	374
375	376	377	378
379	380	381	382
383	384	385	386
387	388	389	390
391	392	393	394
395	396	397	398
399	400	401	402
403	404	405	406
407	408	409	410
411	412	413	414
415	416	417	418
419	420	421	422
423	424	425	426
427	428	429	430
431	432	433	434
435	436	437	438
439	440	441	442
443	444	445	446
447	448	449	450
451	452	453	454
455	456	457	458
459	460	461	462
463	464	465	466
467	468	469	470
471	472	473	474
475	476	477	478
479	480	481	482
483	484	485	486
487	488	489	490
491	492	493	494
495	496	497	498
499	500	501	502
503	504	505	506
507	508	509	510
511	512	513	514
515	516	517	518
519	520	521	522
523	524	525	526
527	528	529	530
531	532	533	534
535	536	537	538
539	540	541	542
543	544	545	546
547	548	549	550
551	552	553	554
555	556	557	558
559	560	561	562
563	564	565	566
567	568	569	570
571	572	573	574
575	576	577	578
579	580	581	582
583	584	585	586
587	588	589	590
591	592	593	594
595	596	597	598
599	600	601	602
603	604	605	606
607	608	609	610
611	612	613	614
615	616	617	618
619	620	621	622
623	624	625	626
627	628	629	630
631	632	633	634
635	636	637	638
639	640	641	642
643	644	645	646
647	648	649	650
651	652	653	654
655	656	657	658
659	660	661	662
663	664	665	666
667	668	669	670
671	672	673	674
675	676	677	678
679	680	681	682
683	684	685	686
687	688	689	690
691	692	693	694
695	696	697	698
699	700	701	702
703	704	705	706
707	708	709	710
711	712	713	714
715	716	717	718
719	720	721	722
723	724	725	726
727	728	729	730
731	732	733	734
735	736	737	738
739	740	741	742
743	744	745	746
747	748	749	750
751	752	753	754
755	756	757	758
759	760	761	762
763	764	765	766
767	768	769	770
771	772	773	774
775	776	777	778
779	780	781	782
783	784	785	786
787	788	789	790
791	792	793	794
795	796	797	798
799	800	801	802
803	804	805	806
807	808	809	810
811	812	813	814
815	816	817	818
819	820	821	822
823	824	825	826
827	828	829	830
831	832	833	834
835	836	837	838
839	840	841	842
843	844	845	846
847	848	849	850
851	852	853	854
855	856	857	858
859	860	861	862
863	864	865	866
867	868	869	870
871	872	873	874
875	876	877	878
879	880	881	882
883	884	885	886
887	888	889	890
891	892	893	894
895	896	897	898
899	900	901	902
903	904	905	906
907	908	909	910
911	912	913	914
915	916	917	918
919	920	921	922
923	924	925	926
927	928	929	930
931	932	933	934
935	936	937	938
939	940	941	942
943	944	945	946
947	948	949	950
951	952	953	954
955	956	957	958
959	960	961	962
963	964	965	966
967	968	969	970
971	972	973	974
975	976	977	978
979	980	981	982
983	984	985	986
987	988	989	990
991	992	993	994
995	996	997	998
999	1000		

	PAGE		PAGE
Todd, M. B.	172	Watts, Geoffrey	85
Toner, Brian	571-8	Watts, M. J. Schools and	
Touka, Geoffrey	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	111	Watts, M. J. School and	
Toukour, V. A.	1		

MILLS & BOON

PICTURE PANORAMA OF BRITISH HISTORY

Volumes 1-9
Consultant John Shepherd

Roman Times 0 263 06238 4 Saxon and Norman Times
0 263 06239 2 Medieval Times 0 263 06240 6 Tudor Times
0 263 06241 4 Stuart Times 0 263 06242 2 Georgian Times
0 263 06243 0 Victorian Times 0 263 06244 7 Edwardian Times
0 263 06245 7 Modern Times 0 263 06246 5

This series of books provides detailed illustrations of many hundreds of objects and events depicting life in Britain from Roman to Modern times. The clear, traceable line drawings are based on carefully researched original sources. Fascinating cut-away drawings in each volume let you see inside such things as a Norman keep, Nelson's ship *Victory*, and Concordia. The spirit of each age is conveyed on a special double-page spread. Here, for example, you will feel the excitement of a medieval tournament, glimpse the horror of the Great Fire of London, and sense the spirit of men in the trenches during World War I. The vast array of illustrations make this a unique series especially valuable for children doing project work at school.

Each book: 239 x 189 mm, 32 pp, limp, line drawings throughout, 50p net.



Please write for inspection copies.

OWLETT BOOKS
127 Finsbury Street London W1A 1DE

The bells of hell

"The Great War",
Longman's history pack,
edited by Tony Howarth.
Reviewed by Brian Cooke

Here is a task for you. Plot with other history teachers some material for CSE and GCE groups on World War I.

It should include a wide range of work—notes, essays, mapping, calculations, posters, interviews, imaginative reconstruction exercises and so on based on detailed information, varied sources and ideas. Insist on material with scholarly foundations but presented so that frustration and boredom are avoided as far as possible. With skill, assiduity and good fortune you may just reach the quality of *The Great War* edited by Tony Howarth. Though not without blemish, it is that successful, and a model for others.

The complete set contains eight main course and four optional booklets which cover the Great War of 1914-18 in a topic approach with chronological sequence. The core begins with a study of British society at the start of the century (*The Two Nations*) followed by booklets on the causes, the coming of war, the western, home and eastern fronts, the entry of the United States and the closing stages, and post-war Britain.

Optional study embraces war at sea and in the air, the Dardanelles and the Mesopotamian campaign, and booklets containing lyrics of soldiers' songs and a selection of the poetry of the time. Each main course booklet contains an impressive variety of documentary information and illustrations, some well established, others less familiar, with author's commentary and suggestions for work integrated into the text: it is an important, and successful, feature of this collection that information and tasks are not physically separated, as in some packages of materials, as in some

A vital element in each booklet is the four-page flip-sheet to be extracted and retained by pupils. This contains several pieces of work which are part of the sequence of the topic plus a series of questions of information in the booklet so that pupils do not have to keep a booklet itself for record and revision purposes. At the end of each flip-sheet are questions of differing degrees of difficulty which provide essays and require an overall view of the booklet's contents. Flip-sheets may be reproduced without infringing copyright.

The format is no-nonsense and direct. The juxtaposition of text, source material, illustrations, and work is attractive and accessible, though there is considerable bulk to be read. History is here, undeniably, though not exclusively, literary: there are few concessions to the struggling reader. The booklets are designed for youngsters aged 14-16, principally CSE groups



Disillusion. The face of a British soldier early in 1918. From *The Sands Run Out* by Maria Mackay, one of the units of *The Great War*.

though O level and non-examination classes will be accommodated, and there is little doubt that Tony Howarth's team knows what it is about. Although the whole package is a programme, individual booklets are available separately so that teachers may fit parts of the set into their own scheme of work. A small booklet of teachers' notes offers plain-talking ideas for ways in which the various items might be used, in streamed, blended or mixed ability groups, with additional or optional work for the enthusiastic or quick, and suggestions for individual or small group work. How long is taken over the use of the material will differ according to the obvious variables but the authors claim that assuming an allocation of two-and-a-half to three hours a week, most pupils should be able to work through the course in a term.

Pupils who were recently given some of these booklets to tackle, with minimal preparation, found them initially complex and bewildering—hot teacher skill and practice soon develop the appropriate manoeuvres. The humdrum, simply described, should leave pupils in little doubt as to what is required and what will be achieved at the completion of each stage.

Touchees of remorselessness, a sense that some aspects seem daunting and repellent, are dispelled by the virtues. The gloomy dangers of the endless worksheet treadmill—"Finished that? Here's another": keep them busy with least disturbance—are avoided by the



Cambridge. Like most dogs he was extremely clever; indeed, he had an international reputation. Unlike Lucky, Jim had a deep love for medieval history—and he was a meticulous teacher. I shall never forget the first time I read him an essay. It began with the harrowing

continued on page 41

Traditions other than our own

The history of India did not begin with the East India Company or that of Africa with Livingstone. David Edgington urges a new look at Commonwealth history

Some readers of the TES will be sufficiently long in the tooth to remember *1000 and All That*—Sellers and Yeaman's send-up of English history.

The chapters slavishly follow set periods and reigns of English monarchs, caricaturing them: "James I slithered at the mouth"; "Queen Victoria was a good thing and was not amused", etc. They threw in hackneyed phrases and confusions to make the chaos more entertaining.

Mercifully history teaching in British schools is not like that any more (at least I hope it isn't), but less happily, there is still far too much emphasis on *British* history and not enough consideration of our own multicultural society, let alone allowing history to foster a greater measure of understanding of other cultures and peoples.

A survey published by the Voluntary Committee on Overseas Aid and Development in 1971 indicated that the number of questions set in the CSE examination on Third World history did in fact increase from 71 in 1967 to 255 in 1970 and in O and A levels from 94 to 231 in the same period. But these statistics could mislead, because many of those questions were concerned with European activities in the Third World rather than indigenous historical account.

Lydia White goes on to say of the 1971 examination survey: "Indeed, for many GCE boards, colonial history is all that is expected, as far as the history of the Third World is concerned, though the boards with twentieth century syllabuses include study of nationalism within the Commonwealth and a study of the United Nations."

Generally speaking, in schools where "Empire" history is taught, syllabuses and resources will tend to leave a colonialistic bias in the mouth. The history of India begins with the East India Company, that of Africa with the explorations of Livingstone, who "discovered" the Victoria Falls, by the way, assuming either that nobody knew of their existence before Livingstone, or if they did, their knowledge is not worthy of serious thought.

To quote from Lydia White's excellent pamphlet again: "It does not seem to be recognized that these countries have a history independent of ours and that, in the case of India, it is well recorded history. But for most British school children, world history begins with the 'discovery' of the rest of the world by the Europeans and is seen from a British point of view."

It would be both inaccurate and unkind to give the impression that all history teaching is British, or even when the syllabus does stray beyond Britain it is either wildly inaccurate or hopelessly biased; it is not. The VCOAD O-level syllabus exhibition (*Involved in Mankind*) held at the Commonwealth Institute last February included some excellent examples of children's work that resulted from an Indian pro-

ject, and at least one of my students devoted a term in a primary school project on Africa, culminating in a superb collage of an African village made by the boys and girls.

The School of Oriental and African Studies Extra-Mural Department is very much concerned with equipping teachers to embark on new fields of study concerned with the Third World. SOAS has an excellent resource centre available for schools to provide suitable background material.

A number of college of education history courses include components of non-European history; the London Institute includes three courses in world history and three in Commonwealth history—of which my own course, "The Development of the Commonwealth 1926-61" is an example.

Why teach Commonwealth history, or better still Commonwealth studies? First, and perhaps most important, because it is interesting to boys and girls. Increased contact with children from other cultural backgrounds in their own classrooms, growing coverage of Commonwealth news on the television, and even the occasional West End play (*Jai Toraji*, *Kan Zulu* and so on) generate interest in the history and cultural traditions of other parts of the Commonwealth.

Boys and girls want to know, and this is an excellent reason for introducing them to another historical tradition than their own. Its very difference makes it the more interesting; the tradition that we start junior school history with the Stone Age and reach Queen Victoria by the time we are 11, and then start all over again with the Romans in Form 1 makes for monotonous repetition, and a year studying African history or Canadian history, for example, can spark off new interest in the history lesson.

In the second place, we have a duty to ensure that our history teaching reflects our present multicultural society. With a school population of nearly 300,000 children, representing four or five non-European traditions, it would be dishonest to ignore their history when we consider our syllabuses. A recent conference of West Indian teachers deplored the almost total lack of West Indian history in English schools, and this is no more serious when one is reminded that this same omission was very common in most schools in the West Indies.

Donald Minda, Jamaican-born author of *Journeys to an Illusion*, describes the historical experiences of Devon in his primary school in Jamaica: "I could recite passages from John Evelyn's *Diary of the Great Fire of London*—I still can, 12 September, 1666—I don't think I ever met a teacher as far as Cheapside... the conflagration was so universal... Yet I knew almost nothing of the great fire of Kingston, 1903.... This extract may entertain us, but

should also make us determined to avoid making the same mistakes here. Children in multi-cultural schools in our large urban areas need to know something of West Indian history, of the traditions of pre-colonial Africa, and of the Indian subcontinent, if only to help them identify with their own cultural heritage.

History is not all British; nor is it all West Indian, nor African, nor does it all belong to any other part of the world. It may be necessary to sound a word of warning here against allowing history to become a tool used to perpetuate tribalism in the widest sense of the word. Teachers will be familiar with Black studies, an experiment tried at Tulsa (Ill) School in Britain and reported in a number of secondary schools in areas with a high immigrant population, whereby West Indian culture (history, geography, literature and thought) was offered as a CSE Module 3 option.

This experiment was in fact successful, and accounts of it can be read elsewhere. But there are dangers in the line of thinking: if Black studies, should we not also plan options in brown studies for the Asian children, Mediterranean studies for those from Cyprus, and Gaelic studies for the 11Conners? The purpose of this article is to urge the inclusion of Commonwealth studies, whereby children are led to think about a quarter of mankind with many differing cultural traditions.

Perhaps the strongest argument for teaching Commonwealth history is that it is a subject which is far from boring. (Continued overleaf)



A worker at Canadian National Railways.

MACDONALDS make HISTORY

Famous People

Age 8-13

A new series which explores the lives of scientists and inventors, writers and artists, travellers and politicians from many periods of history. The experiences and achievements of each individual are set against the background of their own society.

- 1 Garibaldi of the Red Shirts
- 2 Marie Curie, radium scientist
- 3 Marco Polo, traveller to the East
- 4 Shakespeare, most of the theatre

£1.50 each
262 x 210mm
48pp including endpapers
Full colour throughout

Peoples of the Past

Age 9-13

A stimulating look at the way in which ordinary people thought and lived in the great civilisations of the past. Each book includes a short chronological history of the civilisation and a chart which places it in the context of contemporary world events.

- 1 The Greeks
- 2 The Romans
- 3 The Egyptians
- 4 The Vikings
- 5 The Aztecs
- 6 May
- 7 The Celts

£1.75 each 260 x 184mm 84pp including endpapers Full colour throughout

Age 8-10 Toppers History

These books cover a wide range of historical topics. The main emphasis is on everyday activities and background information to important events or inventions. Each book has a reference section.

- | | |
|----------------------------|----------------------|
| 1 Knights and the Crusades | April |
| 2 The Machine | 5 The Story of Books |
| 3 The Machine | 6 The Gold Diggers |
| 4 The Pilgrim Fathers | 7 The Slave Trade |
| £1.25 each | £1.50 each |

240 x 180mm 48pp including endpapers Full colour throughout

Age 11-18 The Greek Armies

Peter Connolly

Meticulously researched and colourfully illustrated by the author, this worthy successor to THE ROMAN ARMY provides a sound and dramatic introduction to all aspects of the Greek armies.

March £2.85 282 x 210mm 80pp including endpapers Full colour throughout

MACDONALD EDUCATIONAL
Holywell House, Worship Street, London, EC2A 2EN

The Adventure of Man

The first 15 titles now published begin a survey of western civilisation. The project is divided into 3 groups: the Ancient and Classical Worlds, Medieval and Renaissance.

To THE ANCIENT AND CLASSICAL WORLDS belong the Creation stories, the ancient civilisations of Mesopotamia, mythical and the real-life explorers, the Greek Gods, the tale of Troy, and excavations of Troy, Mycenae and Crete. From THE MEDIEVAL WORLD come the Vikings, the Anglo-Saxons and the Norman invasion of England.

Each title is presented as a kit, consisting of filmstrip, optional narrative cassette, combined teacher/pupil handbook, background literature cassette and imaginary 'newsheet' of the period (selected titles only).

Each D/F filmstrip with handbook £2.95
Each cassette, £2.00
Free colour brochure giving details from:
Visual Publications,
197 Kensington High St, W8 6BB.

NEXT WEEK IN THE TES
Next week's issue of The Times Educational Supplement will include a special inset on SCHOOL VISITS
Order a copy from your newsagent
THE TIMES Educational Supplement

Thousands of teachers who have found P. J. Larkin's skilful treatment of history in **BRITAIN'S HERITAGE** so successful in their own classrooms will want to use the following new titles by the same author. The books are ideal for top forms in primary and middle schools and also for lower secondary school pupils. The double-page format presents each topic clearly and concisely, with text and facing illustrations. 'Things to Do' sections test understanding and suggest follow-up work.

HULTON HISTORIES

by P. J. LARKIN

THE ANCIENT WORLD

This book traces early history from the life of the amphibians and mammals through the Stone Age, the Sumerians, Egyptians, Assyrians, Persians and down to the Romans. The text is lucid and highly factual. Many maps and excellent line drawings give a vivid interest to this distant period.

AFRICAN HERITAGE

This is an account of Africa and its peoples from primitive man to the present day. In twenty-eight chapters it shows the main developments and geographical, ethnic, religious and political factors. This atlas traces the arrival of Europeans in the nineteenth century and the movement towards independence emerge clearly.

MEDIAEVAL WORLD

Here is the life and the spirit of the Middle Ages seen through biographical sketches of outstanding men and women, from Alida the Nun to Joan of Arc, combined with a variety of topics on the social history of the period, such as costume, homes, castles, churches, medicine, urban and rural environments.

AGE OF DISCOVERY

In this study of the Renaissance to the sixteenth century, the author again demonstrates his gift for condensing large amounts of information into a small space. Luther, Calvin and Magellan, among others, typify this restless, inventive age, while chapters on architecture, ships, transport, weapons, schools, etc., offer much background detail.

Each book £1.00

HULTON EDUCATIONAL PUBLICATIONS
RAANS ROAD, AMERSHAM, BUCKS



The donors of the original Cuth inhabitants are still performed in Belize.

Commonwealth continued from page 41

can be deduced from the last sentence. Just as the Commonwealth forms a unique bridge between the white, more industrialized world and the black, less developed and poorer areas, so Commonwealth studies helps children to bridge that gap in their thinking.

To quote from our masters (*The World Today*, 1967 DES pamphlet No 52, 'History... helps to explain the present, to explain the world which the child is about to enter, so that its study will help him to his full and responsible life as a citizen').

Surely we can only accept this viewpoint—history should enable our boys and girls to understand the world in which they live. We need to be aware of the potential of history to help children to do it. We need to be aware of the potential of history to help children to do it. We need to be aware of the potential of history to help children to do it.

But on the other hand, Commonwealth studies would be most suitably included in the oppor-

wealth prime ministers saw the potential for good in trying their March 14, Commonwealth Day and encouraging schools in the 36 countries to teach Commonwealth history, so that the idea of Commonwealth can be readily understood by Commonwealth citizens.

But how? The suggestions that follow are only tentative and teachers should get to work with their education officer of the Commonwealth Institute.

Clearly the most useful approach in the primary school is the 'multiple'. A study of homes, families, schools, or food would provide interesting starting for a topic that encourages comparisons between different parts of the Commonwealth.

For instance, the children could be asked to compare their own homes with those of the children in the Commonwealth. They could be asked to compare their own schools with those of the children in the Commonwealth. They could be asked to compare their own food with that of the children in the Commonwealth.

Commonwealth studies would be most suitably included in the oppor-

ranges of secondary schools—four or five. Again, a study of people will probably be most effective; such persons as Aggrey, Gandhi, Nkrumah, and others, will be of interest to most children. A study of people will probably be most effective; such persons as Aggrey, Gandhi, Nkrumah, and others, will be of interest to most children.

Another alternative is to study the growth of nationalism, independence for Africa, the partition of India, and again the resource books available. An interesting idea would be to study a study of Africa on David K. Gray's book *A People on the Move* (Community Relations Committee, 1973). The Community Relations Committee, 15/16 Bedford Street, London WC2, has prepared a number of excellent pamphlets for teachers, including *Teaching of History of Africa and Teaching about the Caribbean*. These are free on request.

Perhaps the best resource for Commonwealth studies is the Commonwealth Institute in Kensington High Street. Each Commonwealth country has designed its own permanent exhibition emphasizing the positive in each country, and annually 100,000 boys and girls come to study them with the help of teaching staff, all of whom have had teaching experience in their own Commonwealth country.

Programmes include 'special weeks' on individual countries which enable schools to spend 40 minutes with performers, artists or teachers of the countries concerned. There is also an excellent resource library, which includes audio-visual material suitable for classroom projects.

It has been suggested that children plan a tree of a different Commonwealth country each year. This idea has been used in the past, and it is a good idea to use it again.

A much better idea is to include a component of Commonwealth history and studies into the school curriculum. This could be done by having a special day for projects to be displayed and for parents to learn something of the meaning of the Commonwealth through their children's projects. What better way of encouraging a greater measure of Commonwealth understanding?

David Edgington is senior lecturer in history at Aberystwyth College of Education.

Appreciating the archives

Adeline Hartcup visits County Hall, Maidstone

Ten years ago Miss Margaret Phillips became teacher in the archives office at County Hall, Maidstone. It turned out to be a more than full-time job, for it aims to give Kent teachers and pupils, primary as well as secondary, the chance to use documentary material.

The work is based on the exhibition room of the archives office, and on its main search room on the floor below. The exhibition room usually has a colourful and attractive display of original material. It is also used, in answer to requests from teachers, to show and introduce documents relevant to their work in hand. Individual items can be photocopied at a special school rate.

Several A level and CSE projects have been provided with useful background material in this way. Miss Phillips discusses the use of documents and the relevant bibliography with pupils, and introduces some of them to search room routine. One project on the history of Kent, for instance, brought a special request for material illustrating the Norman and medieval periods. The reign of Victoria was another subject which brought to light a number of documents in several children's projects.

Visits from primary schools are also focused on the period the children are working on, and usually follow a preliminary meeting with Miss Phillips at the school. The children turn up with material they have collected and, because there is not room for large groups, they divide their time between the archives department and Maidstone's excellent museum.

Such a full programme has meant that publications have had to take a decision to place on Miss Phillips's list of priorities. She has tried to produce at least one list of photocopy material for teachers a year. An excellent relative teaching unit on 'Some aspects of the county council in 1972' has been produced.

Miss Phillips's list of priorities has been produced. She has tried to produce at least one list of photocopy material for teachers a year. An excellent relative teaching unit on 'Some aspects of the county council in 1972' has been produced.

A community enterprise

Sally Festing visits the historical museum at Reigate Priory Middle School

A big mullion and transomed Tudor window, magnificent Holbein fireplace, Edward VII's bad chamber, Palladian panelling walls and so on. The pupils of Reigate Priory Middle School are fortunate because they work and play in a building bristling with history. Each year has left its mark on the site of a thirteenth-century monastery.

Schools that inhabit old houses do not always make the most of them but this one is exploited fully and it triggered off the idea of a museum. After school hours parents cut and sew child-size replicas of period costumes to assist teaching the Priory's history, while staff, children and parents take part in costume parades through appropriate parts of the house.

The museum is nothing less than a history resource centre, offering the experience of going and looking, touching and smelling, and where meeting and talking provides the starting point for research. 'I feel this sort of thing gives a much better feeling for history than any academic lesson,' said Mrs Audrey Ward, the museum organizer. 'Time sense is a most difficult thing to acquire. It doesn't usually come until 14 or 15, but I think our children get it earlier.'

It is financed by a county grant and equipped with proceeds from school fund-raising activities. Children lend or donate anything they like. They are encouraged to find out about their items though nothing is ever refused. Parents, friends and residents of Reigate also contribute, fostering links between community and school.

Exhibitions arranged throughout term time are open to the public each Wednesday afternoon and to other schools on one additional afternoon. They may be linked with local events, national celebrations or simply based on material that has accumulated.

Mrs Ward finds, through her links with local libraries, schools and museums, the contacts she has cultivated, that things begin to flow in. The children themselves often put her in touch with sources of objects and information, and if 500 of them involve parents, friends, and relatives, interest rapidly snowballs. Frequently they end up with more material than they can cope with.

Since exhibitions are based towards local history, every neighbourhood resource is tapped. Redcoats with related skills are invited to give short talks on CCTV, and visitors' memories, especially those connected with the house, are tape recorded. Generating enthusiasm through local material, whilst historical connections are encouraged. For example, the recollections of the Priory's school house maid, still living in Reigate, whipped up in-

terest in the family careers, leading on to the First World War. Through its concern for conservation, the museum runs a junior branch of the Reigate Society. A town trail anticipates other schools and museum club activities which pull representatives in from each class, spark off activities such as rubbing old covers, studying street names and collecting paper bags. The last project, one bag from each class, proved the remarkable rapidly with which retail enterprise changes hands. When a shop closes there is only one name as a memory, a wrapper is far more tangible.

To stimulate local interest, special continued on page 44

Exhibitions arranged throughout term time are open to the public each Wednesday afternoon and to other schools on one additional afternoon. They may be linked with local events, national celebrations or simply based on material that has accumulated.

Mrs Ward finds, through her links with local libraries, schools and museums, the contacts she has cultivated, that things begin to flow in. The children themselves often put her in touch with sources of objects and information, and if 500 of them involve parents, friends, and relatives, interest rapidly snowballs. Frequently they end up with more material than they can cope with.

Since exhibitions are based towards local history, every neighbourhood resource is tapped. Redcoats with related skills are invited to give short talks on CCTV, and visitors' memories, especially those connected with the house, are tape recorded. Generating enthusiasm through local material, whilst historical connections are encouraged. For example, the recollections of the Priory's school house maid, still living in Reigate, whipped up in-

History Wall Pictures

Angus MacAuliffe and Kenneth Lawther

Pack 1 From early man to the Celts

Age range 8 to 12 plus



Now History Wall Pictures is a new series of wallcharts covering a wide variety of historical topics. They are ideal for use in conjunction with page 1 work and can also be used for a more detailed study of historical topics with older children. Each set contains twenty full colour pictures with a single high quality 'A4' drawing and a one-line caption underneath. The emphasis is on exceptional accuracy of detail and great care has been taken in the selection of historical details. Each set contains a booklet of

teachers' notes providing background information on the illustrations. For more information on these, and many more books, teaching aids, project kits, resource packages and wallcharts, write to: Sales Department, Macmillan Education, Houndmills, Basingstoke, Hampshire, RG2 1AT.

Now History Wall Pictures is a new series of wallcharts covering a wide variety of historical topics. They are ideal for use in conjunction with page 1 work and can also be used for a more detailed study of historical topics with older children. Each set contains twenty full colour pictures with a single high quality 'A4' drawing and a one-line caption underneath. The emphasis is on exceptional accuracy of detail and great care has been taken in the selection of historical details. Each set contains a booklet of

teachers' notes providing background information on the illustrations. For more information on these, and many more books, teaching aids, project kits, resource packages and wallcharts, write to: Sales Department, Macmillan Education, Houndmills, Basingstoke, Hampshire, RG2 1AT.

TEACHING HISTORY—THE THIRD WORLD

The Historical Association announces that with the publication of the February issue, the journal takes on a completely new appearance—larger in size, fully illustrated and a coloured cover.

The dominant theme of the February issue is Third World history, with special articles on: Islam in History, African History in the Classroom, History in Central Africa, and a Review article which shows that there is no shortage of school books on African history.

Subscription details and published price from: The Historical Association (Dept. TE), 59a Kennington Park Road, London SE11 4JH.

Western Man and the Modern World

Consultant Editor: Christopher Bott

This audio-visual world history programme is designed for pupils in Secondary schools working towards first examinations.

The following sound-filmstrips are currently available:

Greece: The Civil War Years
Rome: The French Revolution and Napoleon
Life in the Middle Ages: The Industrial Revolution
The Renaissance: Prelude to World War I
Exploration and Discovery: The Cold War

The filmstrips are 35mm 1 frame and reproduced in full colour. The average length is 70 frames.

Sound-filmstrips are available on 10 days approval, write to: A. Wheaton & Company, Henstock Road, Exeter EX2 8RP.

The soundtracks are on cassette tapes. Each cassette is recorded with the identical soundtrack on both sides. Automatic tracks have standard subsonic synchronisation for automatic projectors. The manual track has 'beeps' to indicate frame advance. A complete script of the sound-track is provided.

Each unit £7.00 plus VAT

WHEATON

JACK BAINBRIDGE

A series of books presenting a practical approach to the study of the history of industrial development in Britain from 1780 to the present day.

The series is ideal for use in existing, or for developing, CSE and general studies courses. Already published: **RESOURCES**. The history of the extraction and development of natural resources. 0 631 93950 4 £1.00. **POWER**. Main topics are Human, Horse, Water, Wind, Gravity, Internal Combustion and Electricity. 0 631 93940 7 About £1.00. **Coming in Autumn 1977: TRAFFIC**. 0 631 93930 X, **Coming in Spring 1978: PROCESSES**. 0 631 93920 2, **Coming in Autumn 1978: PEOPLE**. 0 631 93910 5. To be published at the end of the series: **SOURCE BOOK**. 0 631 93900 8.

Send ndy for series leaflet and inspection copies to: BASIL BLACKWELL, PUBLISHER, 108 Cowley Road, Oxford OX4 1JF.

THE KILL-NOOR DIAMOND IN INDIAN HISTORY

Dr. Francis Watson is one of the leading authorities on the MARCO POLO. Other titles include: **THE PRINCE IN THE PLEASANT**, by Sir Nicolas Chetani; **MICROPHONIES UNDER HENRY VIII**, by Gilbert J. Miles; **HENRY GRANTIN: ENLIGHTENMENT IN IRELAND, 1789-1800**, by J. S. Powell; **ZOLA IN ENGLAND**, by Joseph Richardson; **THE SALVATION ARMY HANDS**, by Ian Bradley.

HISTORY TODAY

Monthly. Sup. Annual subscription 16.75 from Blackwell House, Cornhill Street, London EC4P 4AF.

County of Cleveland SECONDARY SCHOOL HEAD TEACHER

ST. THOMAS' R.C. SCHOOL (Group 9)
Middlesbrough (No. on roll 660)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this mixed 11-18 Comprehensive School. The vacancy arises owing to the retirement of the present Head Teacher in August, 1977.

Financial assistance with household removal expenses is available in approved cases.

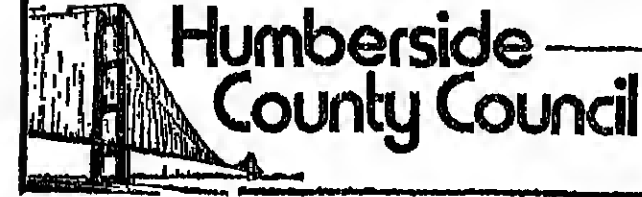
Forms of application and further details are obtainable from the County Education Officer, Cleveland Office, Woodlands Road, Middlesbrough, Cleveland, TS1 3SN, and should be returned not later than 11th March, 1977.

EDUCATION DEPARTMENT HEADSHIP

South Axholme Comprehensive School
Burnham Road, Epworth, Doncaster.
Group: 9 N.O.R.: 820 Age Range: 11-18

Applications are invited for the post of HEAD of the above school to commence duty in September, 1977. The school is housed in modern buildings with extensive playing fields. In 1968 it was re-organised as an 11-18 Comprehensive School and beyond the age of 16 the pupils are offered the opportunity of transferring to the John Leggoll Sixth Form College or the North Lindsey College of Technology. Both these establishments are in Scunthorpe.

Application forms and further particulars can be obtained from the Director of Education (H.O. Schools), County Hall, Belper, to whom completed forms should be returned not later than 4th March, 1977.



Humberside
County Council

Ladbroke (SG) School
St. Mark's Road, W.14

Headship

The headship of this school becomes vacant in September of this year on the retirement of the present head. Roll 677 girls. Burnham Group 10, basic salary range £7,455-£8,079, plus London Allowance, plus Social Priority Allowance, plus supplement as appropriate.

Please send self-addressed foolscap envelope for application forms and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 18 March.

ESSEX COUNTY COUNCIL
SOUTHEND AREA

BELFAIRS COUNTY HIGH
SCHOOL FOR BOYS,
Highlands Boulevard, Leigh-on-Sea
(Roll 872) (Group 10)

Head

for this well established school, with effect from the beginning of the Autumn Term 1977. Closing date: 18 March 1977.

Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Merkel Road, Chelmsford.

PRIMARY
continued

Appointments in
Scotland

SELKIRK
HENDERSON NATIONAL
TEACHING POST
TEACHING
PHILIPPAH NATIONAL
SCHOOL

The School operates an integrated day nursery facility for the children of the staff. The nursery is situated on the school premises. A. Macdonald, School, Selkirk, 11th March, 1977.

Middle School
Education

Deputy Headships
Senior Masters/
Misses

NORTHAMPTON
NORTHAMPTON MIDDLE SCHOOL
NORTHAMPTON

By Subject
Classification

Scale 1 Posts

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Modern Languages

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

DEVON
EXETER BRADLEY ROWE
SCHOOL

Other Posts on
Scale 2 and above

Scale 3 post, plus Social Priority
allowance. The successful applicant will
be expected to take up the post on 1st
September, 1977.

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

METROPOLITAN BOROUGH OF
SEFTON
EDUCATION COMMITTEE

HEADSHIPS

Required for 1st September, 1977:
Applications are invited for the posts of Headships of two schools which will be established on or shortly after 1st September, 1977.

1. Sacred Heart R.C. High School
(Mixed Comprehensive)
Group 12-1220 pupils aged 11-18 years. To be formed from the amalgamation of an existing 6-8 only infant secondary modern school with a 6-8 only former girls' Direct Grant grammar school, situated in the central area of Crosby.

2. Holy Family R.C. High School
(Mixed Comprehensive)
(Group 10-870 pupils aged 11-18 years). To be formed from an existing 5 form only mixed secondary modern school in Thornton. The School will also use the Crosby area.

Crosby and Holy Family are residential areas on the Merseyside coast offering good living and working facilities and within easy reach of Southport, the District and North Wales.

Application forms and further particulars are available from the Chief Education Officer, Education Department, Darlington House, Crosby Road North, Wavertree, Liverpool L22 0LG, upon receipt of a stamped addressed envelope, which should be returned by 11th March 1977.

Educational Appointments

Male or female required for the following posts.

Unless otherwise stated application forms and further details are obtainable from and returnable to the Education Officer, 50 Fitzwilliam Road, Barnsley, by the 11th March (s.a.e. please).

Required for September or earlier

Headteacher—Group 5
in the following Schools:

HOYLAND MARKET STREET
JUNIOR SCHOOL

Market Street, Hoyland, Barnsley.

CUDWORTH PONTEFRAC ROAD
FIRST SCHOOL

Pontefract Road, Cudworth, Barnsley.

Required for September 1977

Headteacher—Group 4S

THE GABLES SPECIAL SCHOOL
(E.S.N.) (S)

Summer Lane, Wombwell, Barnsley.

The school caters for children aged 5 to 16 years and has a Special Care Unit.

MILEFIELD MIDDLE SCHOOL

Engine Lane, Grimthorpe, Barnsley.

Headteacher: T. Gannon, OBE

Required for September

Deputy Head Teacher (Group 6)

With Middle School experience for this purpose will Middle School now in its ninth year.

CHARTER SCHOOL

Broadway, Barnsley

(11-16 mixed comprehensive)

Headteacher: M. P. Kaye, B.A.

Required for Easter or September

Teacher (Scale 1)

of Art throughout the school to CSE and GCE 'O' level standard.

Ability to teach Pottery and Light Crafts an advantage.

Apply by letter to the Headteacher giving full curriculum vitae and two references.

BARNSLEY
Metropolitan Borough

SECONDARY
Headships
continued

Deputy Headships
Senior Masters/
Misses

HUMBERSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT
MATTHEW HARRISON
SCHOOL

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

Headships

CAMBRIDGESHIRE
HUNTINGDON AREA

Other than by Subject
Classification

Scale 1 Posts

Secondary Education

53



RAY'S BO SCHOOL.
Street, Tullahoma SWC 411D.
-731 6104.
and Inc September 1977 —
ac is the responsible for n 30

will have a mixed intake of and Nursery and children for a time in September 1977 in a new classroom in Alaska. The school will eventually become a day school.

For more information, contact the following:

THOMAS MORE, JR. & SONS, INC.
1000 E. 1st St., Anchorage, Alaska 99501
After Easter—
Call for one day a week of remedial reading with Mrs. J. J. Moore.

**SPECIAL
EDUCATION**

Headship

DAY SCHOOLS

LE CROFT (MAL.) SCHOOL
Off. 100 Bush Road, W6 7NL
1-603 0733

ed as seen as possible:
Teacher. Experienced but not
with nationalised
Two will be allocated to
department and the other to

move Brn 1 may be avail-
ing at first one of the candi-
dable. Applications from
basic.

W ISRAELS SCHOOL

01-229 0602
 y school for B.S.N. (N.)
 on.
 A Master/MInress required for
 senior post with equivalent
 in security life. Post has
 ability will include organiza-
 tional curriculum and in-service
 is.
 key goal is ideal for someone
 experience and enthusiasm who
 position in leadership and active
 Further details and applications
 from Headquarters. Applicants
 visit to visit the school.

for the beginning of the
or form)
ther, Scale 218, experienced
king with maladjusted or dis-
children. To understand
sibility for a group of
on of various cases, who pre-
vious problems,
movement, Physical Educa-
would be useful.

stresses are invited for a Scale which point to each educational level between the 6th grade and eighth years. Previous experience with educationally subnormal points is desirable but essential. It is hoped that this will be a point to be willing to develop further the relationships that have been between the school and the child attending the child welfare center. Only to the children of the school.

Church, Dewes Street, London, E12 7PS.

OTHER APPOINTMENTS

[illegible]

Secondary T. Robin 280A
County Hall, London, SE1 7PH
Phone: 081 9974. Closing
1 March 1977. Closing
appointment is for one year
during the leave of absence of
Deaf Warden.

**Why not place an
order with your
newsagent and ensure
you get the TES
first?**

SECONDARY 11
Music continued

HERTFORDSHIRE
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

KENT
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

LEICESTERSHIRE
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

SOUTH TYNESIDE
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

SUNDERLAND
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

**Other Posts on
Scale 2 and above**

DEAVENISHIRE
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

DURHAM
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

NORTH YORKSHIRE
COUNCIL
EDUCATION DEPARTMENT
TEACHING DIVISION
TEACHING SCHOOLS
Telephone: 21730
Applications should be made to the Music Officer, Mr. J. H. Smith, at the above address. The closing date for applications is 15th September 1977. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school. The successful candidate will be required to teach in a secondary school.

[illegible][illegible]

ST. MARY'S RC SCHOOL,
 16150 16th Ave. N.W., Edina, Minn.
 Required for September 1977.
 Applicant should be practicing Catholics. The present Junior High school will have a much intake of ethnic and racial children for the first time in September 1977 in new location. The school in Washington, D.C. (Lamontown) will have a much intake with ethnically diverse background.
 Application forms obtainable from the headmaster. Telephone inquiries will be welcome.
 ST. THOMAS MORE JUN & JR. SCHOOL,
 16150 16th Ave. N.W., Edina, Minn.
 Required after January 1, 1977.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

SPECIAL EDUCATION
Headship
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

DAY SCHOOLS
 NORTH CROFT (MALE) SCHOOL,
 16150 16th Ave. N.W., Edina, Minn.
 Required as soon as possible.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

RUSAN BEARDS SCHOOL,
 16150 16th Ave. N.W., Edina, Minn.
 Required as soon as possible.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

WINDMILL SCHOOL,
 16150 16th Ave. N.W., Edina, Minn.
 Required as soon as possible.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

OTHER APPOINTMENTS
 NINE ACHES SCHOOL,
 16150 16th Ave. N.W., Edina, Minn.
 Required as soon as possible.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

TUTION UNIT
 16150 16th Ave. N.W., Edina, Minn.
 Required as soon as possible.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

OTHER APPOINTMENTS
 JUN-Y-BERTH MOUNTAIN CENTRE,
 16150 16th Ave. N.W., Edina, Minn.
 Required as soon as possible.
 Must have been in school for one day a week for religious training with parents.
 Please send appropriate display advertisement for (International Catholic) and (Day School) to: S.N.N. Schools, 16150 16th Ave. N.W., Edina, Minn. 55424.

WALSALL METROPOLITAN BOROUGH

Education Committee

SECONDARY

Pool Hayes Comprehensive School,
Casals Drive, Willenhall
Required for May or as soon as possible

Specialist

Teacher of French

Scale 2 to share work throughout the department and take responsibility for a particular area.
The school offers European Studies as well as standard CSE, 'O' and 'A' level courses in French and German.
Applications by letter to the Head Teacher.

PRIMARY

Noose Lane Infant School

(Re-advertisement)

Head Teacher (Group 4)

Required for Easter.
Applications are invited for the above post including responsibility for some Junior pupils in the short term.
Application forms and further details are available from the Director of Education at the address below, and should be returned on or before 31 March, 1977.
Previous applicants need not re-apply.

SPECIAL

Oakwood School,

Bacon Way, off Sellers Road,
Walsall Wood, Walsall

(Re-advertisement)

Head Teacher

Applications are invited for the post of HEAD TEACHER of this Group 4 (S) day school for 60 E.S.N. (S) pupils, vacant as from the beginning of the Summer Term, 1977. Candidates should be qualified teachers with good experience of working with severely handicapped children.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, Parwall Street, Walsall WS1 1DD, to whom they should be returned.
Closing date 17 March.
Previous applicants need not re-apply.

SECONDARY Technical Studies

continued

EAST SUSSEX

WORTHINGTON SCHOOL

Worthington School, 11-12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, 1871, 1872, 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2

Education Department

Headteacher

ASPLEY WOOD SCHOOL FOR PHYSICALLY HANDICAPPED AND DELICATE PUPILS

Robins Wood Road, Aspley, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school. Number on roll: 65 (Jul. 120). Salary Group: 6(S). Vacant: 1st September, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed SAE, can envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7OP. Closing date: 11th March, 1977.



Nottinghamshire County Council

COUNTY OF NORTH YORKSHIRE

LIDGETT GROVE SCHOOL ESN(S) ACOMB, YORK

HEAD TEACHER (GROUP 6S)

(readvertisement)

The post of Head of this school will become vacant on 1st September, 1977, on the retirement of the present Head.

Lidgett Grove School is situated in the urban area of York. There are currently 81 mentally handicapped children on roll including 20 who attend the Special Care Unit. Applications already received for this post will be reconsidered.

Further details and application form to be returned by 14 March, 1977, from the County Education Officer, County Hall, Northallerton, DL7 8AE.

MEADOWS SCHOOL, SOUTHBOROUGH, KENT

PRINCIPAL

Applications are invited for this post from suitably qualified and experienced persons. Meadows is a residential Special School, Group 4(S), for 46 maladjusted/ESN(M) boys aged 10 to 16 years. The Principal is supported by two Deputy Principals, one for the day and one for the night. The Education Programme and the other for Child Care.

Salary: Burgham Group 4(S) plus allowances at present totalling £1,250 p.a. 3 bedroomed house available at nationally agreed rent.

Application forms and job description from: Divisional Children's Officer, Dr. Berners' London Division, Tenmore Lane, Barking, Essex, E18 1JF.

Informal enquiries and further information: John Earle, Assistant Children's Officer (Schools), 01-551 0011. Closing date for applications 11th March, 1977.



Barnardo's

Headships

Harborough School for Autistic Children

Elthorne Road, N19
Vacant from September, 1977, owing to retirement of present holder of post. The school caters for 24 autistic children aged 3 to 16. Burgham Group 6(S) (subject to Burgham Review), salary £4,962 to £5,490, plus £312 supplement, plus London Allowance.

Wadsworth ESN (M),
Mund Street, North End Road, W14
Vacant September, 1977. Roll: 104. Burgham Group 8(S) (subject to Burgham Review), salary range £6,852 to £7,464, plus £312 supplement, plus London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, 20/2510, County Hall, London, SE1 7PB. Closing date for return of completed applications forms 18 March.

SPECIAL EDUCATION
Scale 2 Posts
continued

NORTHAMPTONSHIRE

NORTHAMPTONSHIRE

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

TEACHING UNIT

THE SHAFESBURY SOCIETY

A Christian Voluntary Organization

TRUELOVES SCHOOL FOR PHYSICALLY HANDICAPPED BOYS

INGATESTONE, ESSEX

TEACHER

Due to increase in staff a young qualified and experienced teacher is required as soon as possible to be responsible for a small Senior class of seriously handicapped boys.

General subjects but including English and Literature to CSE level is essential.

Burgham salary and superannuation, London fringe area, non-residential post.

Forms of application from:

The Secretary, The Shaftesbury Society

112 Regency Street, London SW1P 4AX

Return by March 15, 1977

BROOKE HOUSE

VIA FORM COLLEGE

MARKET HARBOUR, LEICESTERSHIRE

SENIOR TUTOR (RESIDENT)

Applications are invited for a post of high responsibility in this independent educational Sixth Form College of 75 resident students.

The Resident Senior Tutor would assist the Principal in the day to day running of the establishment and would assume various administrative, academic and pastoral responsibilities. Certain duties would be specified, others would be decided according to the successful candidate's interests and abilities. It is a key position at the centre of a small educational unit, and would appeal to a person with energy, imagination, versatility and initiative who has the ability to organize and accept responsibility.

Applicants should preferably be Science Graduates, aged 24-30, with experience of Sixth Form teaching and residential education.

The starting salary is £3,500 with free living.

Applications, by letter only, should include a full curriculum vitae and the names and addresses of two referees, and should be sent to The Secretary, Brooke House, Market Harborough, from whom further details may be obtained.

LEICESTERSHIRE

THE MOUNT SCHOOL

Leicester Road, Market Harborough, Leicestershire

Scale 1 plus Special Schools Allowance.

E.S.N. (G). Age range 9 to 16 years. Full-time post. The Mount School is a day school for 100 boys and girls, with a special provision for 10 boys and girls with physical handicaps. The school is a member of the County Council's Special Schools Committee.

Apply to the Headmaster with full curriculum vitae and two referees (names and addresses of two referees) to the Headmaster, The Mount School, Leicester Road, Market Harborough, Leicestershire.

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

STAFFORDSHIRE

THE TIMES EDUCATIONAL SUPPLEMENT 252.2

INDEPENDENT

By Subject

Classification

Art and Design

Heads of Department

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

LONDON

Other Appointments

Other Appointments

[illegible]

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL
COLLEGE
Inquired for September
1977
RENIUM EDUCATION
in the
DEPARTMENT OF HEALTH,
LONDON, and FASHION
in a school with a strong
tradition and in touch in need of
a new teaching discipline.
CATHRINE, 30, MILITARY

[illegible]

OPPORTUNITIES FOR INVESTORS
Applications are invited for
partnerships in
**INTERNATIONAL INVESTMENT
STUDIES**
Firms in the establishment of
I.I.S.S. and the proposed inter-
national and additional staff are required
able to advise more than one in
the following matters:
Accounting and Costing
Financial Management
Insurance
It is desirable with
Bureau Office for London
and a minimum of three
years' experience from 1st
May 1977. Applications should
be by post or in person to
business aid reaching experi-

[illegible]

REY

CHER

by leading
y School for
and **GAMES**
September
No. TES 2662

WCIX 8EZ

(3) It is otherwise excepted from the requirements of the Sex Discrimination Act. A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

(3) It is otherwise excepted from the requirements of the Sex Discrimination Act. A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

10

10

